DOCUMENT RESUME

ED 084 419 CE 000 597

TITLE	A Redirected Education System...Education for Living and Making a Living. Fourth Annual Report of the Advisory Council for Technical-Vocational Education in Texas.
INSTITUTION	Texas Advisory Council for Technical - Vocational Education, Austin.
PUB DATE	Nov 73
NOTE	111p.
EDRS PRICE	MF-$0.65 HC-$6.58
DESCRIPTORS	Annual Reports; *Career Education; *Educational Planning; Program Evaluation; State Surveys; *Statewide Planning; *Technical Education; *Vocational Education
IDENTIFIERS	Texas

ABSTRACT

This report includes a career education model and six recommendations made as "next steps" to the comprehensive recommendations made in previous reports by the Advisory Council for Technical-Vocational Education in Texas to the State Board for Vocational Education. Part II provides background material for the Council's recommendations and evaluation statements. Results of studies, surveys, and conferences are given with accompanying tables and charts in an attempt to present the position of technical-vocational education in Texas. Part III, which makes up about one-half of the report, consolidates all previous Council recommendations, Board action and response, and subsequent action and Council statements. These previous recommendations are grouped under thirteen topics. (SC)

A Redirected Education System . . .

EDUCATION FOR LIVING AND MAKING A LIVING

ED 084419

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

FOURTH ANNUAL REPORT OF THE ADVISORY COUNCIL FOR TECHNICAL-VOCATIONAL EDUCATION IN TEXAS • NOVEMBER 1973

CE 000 597

FILMED FROM BEST AVAILABLE COPY

A Redirected Education System . . .

EDUCATION FOR LIVING

AND

MAKING A LIVING

FOURTH ANNUAL REPORT OF THE ADVISORY COUNCIL FOR TECHNICAL-VOCATIONAL EDUCATION IN TEXAS • NOVEMBER 1973

THE ADVISORY COUNCIL FOR TECHNICAL – VOCATIONAL EDUCATION
IN TEXAS
(Advisory Council to the State Board of Education)
P. O. Box 1886
Austin, Texas 78767

CHAIRMAN
William L. Jones, Jr.
Austin

VICE-CHAIRMAN
Marcos A. Vann
Fort Worth

MEMBERS
James L. Boone, Jr., Ed.D
College Station
John L. Cockrill
Dallas
Ellwood F. Collins
Texarkana
S. P. Cowan
Rio Grande City
Dewey M. Cox
Orange
W. T. Crouch
Itasca
Roy B. Davis
Lubbock
Dr. Michael E. DeBakey
Houston
Mrs. Gwendolyn M. Foster
Dallas
Roff W. Hardy
Abilene
Robert M. McAbee
Fort Worth
H. E. McCallick, Ph.D
Houston
Vernon A. McGee
Austin
Luis M. Morton, Jr., Ph.D
Killeen
E. D. Redding
Houston
Mrs. Dorothy R. Robinson
Palestine
W. H. Townsend
Austin
Morris S. Webb
Waco

November 1, 1973

Mr. Ben Howell, Chairman
State Board for Vocational Education
Austin, Texas 78701

Dear Mr. Howell:

In accordance with Section 102.23(c) Federal Rules and Regulations, PL 90-576, the Advisory Council for Technical-Vocational Education in Texas hereby submits to the State Board for Vocational Education its evaluation report and Council recommendations for the consideration of the Board, and further transmittal to the Commissioner of Education, U. S. Office of Education and the Chairman of the National Advisory Council on Vocational Education.

"A Redirected Education System....Education for Living and Making a Living," has been selected by the Advisory Council as the title of its Fourth Annual Report. The recommendations made in the three previous reports have been repeated in the evaluation section of this report and those accepted by the Board are considered to be active. It is hoped the findings, rationale, recommendations and other aspects of this report will be helpful to the State Board for Vocational Education, its staff, local educators, and citizens in general in further improving educational experiences for all citizens.

The Council would like to express appreciation for the cooperation and support of the State Board for Vocational Education, the Texas Education Agency and other state agencies and groups with whom we have worked in making our evaluation and this report.

Sincerely,

W. L. Jones, Jr.
Chairman

WLJ:nl

PURPOSE: "To establish a climate conducive to the development of technical, vocational, and manpower training in educational institutions in the State of Texas to meet the needs of industrial and economic development of the state."

TABLE OF CONTENTS

Page

Letter of Transmittal

Membership of the Advisory Council ii

A Summary Report of the Activities of the Council..... 1

It Is Time For Action....The Evidence 2

A Plan For Action....A Career Education Model 4

PART I Advisory Council Recommendations for 1973 6

I REDIRECTION OF EDUCATION SYSTEM AND CAREER EDUCATION IMPLEMENTATION 7

II FINANCING OF TECHNICAL-VOCATIONAL EDUCATION IN TEXAS 8

III SERVING THE NEEDS OF SPECIAL GROUPS 9

IV GUIDANCE SERVICES 10

V PUBLIC AWARENESS OF THE NEEDS AND RESOURCES IN TECHNICAL-VOCATIONAL EDUCATION 11

VI ADMINISTRATION OF TECHNICAL-VOCATIONAL EDUCATION IN TEXAS 12

PART II Advisory Council Evaluation Data, Studies, and Rationale - 1973 14

Study 1 - Texas Guidance Information Program 14

Study 2 - Occupational Education Public Information Survey 15

Study 3 - Local Advisory Council/Committee Study 20

Study 4 - Governor's Conference on Technical-Vocational Education - 1973 21

Study 5 - High School Career Interest and Information Survey 25

Study 6 - Texas Education Product Study 26

Study 7 - Supply/Demand Information System for Texas 27

Study 8 - Texas Industrial Start-Up Training Program 28

Study 9 - Apprenticeship Training Study 29

Study 10 - Research Projects Expenditures of Vocational Education 30

Other Studies 33

TABLE OF CONTENTS (continued)

Page

TABLES, CHARTS AND ACCOMPANYING RATIONALE 34

Table I - An Analysis of Public School Districts by Size as Determined By High School ADA 36

TABLE II - Periodic Data on Vocational Education Programs at Secondary Level, 1962-73 37

Chart I - Allocation of Vocational Teacher Units by Occupational Areas 1962-63 through 1973-74 38

Chart II - Vocational Education Enrollments as a Percentage of High School (9-12) Enrollments (1951-52 through 1972-73) 39

Chart III - An Analysis of the Development of Post-Secondary Technical-Vocational Programs 1966 through 1973 40

Table III - Summary of Adult and Continuing Education Program in the State of Texas 41

Table IV - Persons Trained and Available for Employment, by Sources, 1969, and 1971-73 42

Table V-A - Placement of Program Completions in Secondary Vocational Education Programs 43

Table V-B - Placement of Program Completions in Post-Secondary Vocational Education Programs 44

Table V-C - Placement of Program Completions in Adult Vocational Education Programs 45

Table VI - A Summary of Selected Educational Funding in Texas 46

PART III - Advisory Council Evaluation - U. S. Office of Education Guidelines 47

a. Goal I - Evaluation should focus on the State's goals and priorities as set forth in State Plan.....47

b. Goal II - Evaluation should focus upon the effectiveness with which people and their needs are served 49

c. Goal III - Evaluation should focus on the extent to which Council recommendations have received due consideration 51

PART IV - Attachments - The following are a part of the official report of the Advisory Council:

No. 1 - "Fourth Annual Report to the Governor of Texas - April 1973

No. 2 - "PROCEEDINGS: The Governor's Conference on Technical-Vocational Education in Texas" - February 27-28, 1973

THE ADVISORY COUNCIL FOR TECHNICAL – VOCATIONAL EDUCATION IN TEXAS

(Advisory Council to the State Board of Education)

November 1, 1973

The Advisory Council for Technical-Vocational Education in Texas, was constituted under the provisions of PL 90-576, the Vocational Education Amendments of 1968, and held its first meeting on March 4, 1969.

The Council was reconstituted under provisions of Senate Bill 261, Acts of the 61st Texas Legislature, on September 1, 1969. The state statute included the provisions of the above cited federal statute. The state statute is codified as Chapter 31 in the Texas Education Code.

The following members of the Council, exception noted*, were certified by U. S. Commissioner of Education, John Ottina, in a letter to the Honorable Dolph Briscoe, Governor of Texas, dated July 10, 1973. The state statute cited above provides for a 21-member Council. There is one vacancy in the Council membership, consequently, only twenty members are listed below:

James L. Boone, Jr. - Bryan

John L. Cockrill - Dallas

Ellwood E. Collins - Texarkana

S. P. Cowan - Rio Grande City

W. T. Crouch - Itasca

Roy B. Davis - Lubbock

Michael E. DeBakey - Houston

Gwendolyn M. Foster - Dallas

*Don Gray - Harlingen

Roff W. Hardy - Abilene

Robert M. McAbee - Fort Worth

W. L. Jones, Jr. - Austin (Chairman)

H. E. McCallick - Houston

Vernon A. McGee - Austin

Luis M. Morton, Jr. - Killeen

E. D. Redding - Houston

Dorothy R. Robinson - Palestine

W. H. Townsend - Austin

Marcos A. Vann - Fort Worth (Vice Chairman)

Morris S. Webb - Waco

*Mr. Gray was appointed to the Council by the State Board of Education on October 6, 1973, to replace Mr. Dewey Cox, whose term expired August 31, 1973.

A SUMMARY REPORT OF THE ACTIVITIES OF THE COUNCIL

The Council continues work on the responsibilities outlined in Senate Bill 261, Sixty-First Legislature (Chapter 31, Texas Education Code), which expanded the responsibilities of the State Advisory Council as envisioned in the Vocational Education Amendments of 1968, U. S. Congress. Responsibilities of the Council have been further expanded by both federal and state statutes. Initial responsibilities of the Council are summarized broadly in Section 3 of the above referenced state statute, "....to cause to be established a climate conducive to the development of technical, vocational, and manpower training in educational institutions in the State of Texas to meet the needs of industrial and economic development of the state."

Members of the Council are recommended by the Governor, appointed by the State Board of Education and confirmed by the State Senate for six-year staggered terms. The twenty-one members of the Council annually give over 200 man days to formal Council and Committee meetings and hearings. This does not include work done as individual members on Council responsibilities, and work with groups and organizations in their areas of the State.

This summary report will not cover many of the detailed responsibilities and activities of the Council and staff. Following is a tabulation of the major reports published by the Council:

	General Description of Reports	1970	1971	1972	1973
1.	Annual Reports to the Governor	March	April	April	April
2.	Annual Reports to the State Board for Vocational Education	Sept.	Sept.	Oct.	Nov.
3.	Biennial Reports to the State Legislature	Dec.		Dec.	
4.	Advisory Council Brochures	May	Oct.		Nov.
5.	Summaries of Annual Reports for Use in Public Forum Meetings	Sept.	Sept.		Jan.
6.	Proceedings and Reports on Public Forum Meetings (1) Governor's Conference, (2) Regional Hearings, (3) Community Conferences	July (1)	March (2)	July (3)	June (1)
7.	Legislative Directed Studies		March SR 865	Dec. SCR 89	March SCR 11
8.	Proceedings...Teacher Education Hearing		March		
9.	Guidance Services Handbook				Oct.

A monthly publication, ACTVE News, is prepared and mailed to over 2500 persons throughout the state. Publication was begun in May 1970. Numerous Staff Analyses, Working Papers, Background Information Data, Surveys and other similar activities are carried out by the Council for its use and dissemination.

The Council has produced a 16-minute color 16 mm film, entitled "The Future...My Destination" and twenty copies are used throughout the state. Fifty sets of a slide/tape presentation entitled "A Redirected Education System" are widely used.

The Council has provided a public forum for over 10,000 citizens through two Governor's Conferences, Regional Hearings and Community conferences and has held meetings throughout the state informing itself in all areas of responsibilities of the Council.

IT IS TIME FOR ACTION. . . . . .THE EVIDENCE

"A Redirected Education System....Education for Living and Making a Living" has been selected by the Advisory Council as the title of its Fourth Annual Report.

Since its establishment in 1969, the Advisory Council has given intensive study to needs in technical-vocational education and other education experiences as they relate to realistic needs of individuals as well as present and future labor market demands. The findings of this study reveal a great imbalance between the education experiences students receive and those needed to most effectively function in our present society and economy.

Man's "genius" or creative ability in recent decades has made the work world both complicated and fast changing. Jobs are not only requiring greater skill on the part of workers, but also are being phased out, created or updated at a pace a thousand fold that of our fathers and grandfathers.

Survival in this jungle of steel, wires, paperwork and people commonly known as the work world is dependent upon a continuous process of wise and informed career planning. This planning must be an integral part of the education process.

The Council is not unaware nor unappreciative of the contributions of education to the society and economy; nor is the Council unmindful of the many exciting innovations taking place in every area of the state in educational experiences. Citizens have been generous in their support of education in many respects. The professional educator has spent more time and effort in preparation for his/her job than at any time in our history, yet it could appropriately be said, "we have to run fast in order to stand still" in this time of explosive change.

In the first report of the Council to Governor Smith in 1970, "Concern I," was listed as ATTITUDE, and the following statement made: "At the very heart of our problem is attitude. This attitude is shared by businessmen, labor leaders, administrators, teachers, parents, and students --- we are all guilty."

Governor Preston Smith in a special message to participants in the 1971 Regional Hearings of the Council, reminded citizens of their local autonomy in education, challenged them to assert their leadership in determining the needs of their communities, and work to that end. He said, "We shouldn't wait on a special solution from Washington or Austin. It might not fit when and if it arrives."

In the Keynote Address to the 1973 Governor's Conference on Technical-Vocational Education, Governor Dolph Briscoe stated, "I have long supported career-oriented education and it is my objective as Governor to see that technical-vocational education is developed as a full-partner with our academic programs down to the eighth grade level. I will work with the Legislature and our State Board of Education and others in bringing our education experiences in line with the needs of individual citizens as well as the needs of business and industry.

The Council believes "IT IS TIME FOR ACTION," and the action must be deliberate but positive. Some evidences of the urgency of action are outlined below:

1. The U. S. Department of Labor reported several years ago that the work force of the nation will require no more than 20% with a bachelor or higher degree, 25% will require technical skills and the remaining 55% will require varying levels of vocational skills.

2. HOWEVER, 75% of our educational experiences in the secondary schools of the state are directed toward a bachelor or higher degree. This is supported by Council and other studies in 1972 and reveals that 67% of our H.S. Seniors plan to pursue education beyond high school and 44% of our 1972 graduating seniors plan to get a bachelor or higher degree. A 1973 Austin Community Survey revealed that approximately 80% of students and parents aspire for a college degree.

3. The survey of 1972 High School Seniors revealed that less than 15% of their credits in four years of work could be related directly to preparation for work.

4. There is conclusive evidence that elementary and secondary curricula are "heavily influenced" by college and university entrance requirements. A 1973 North Texas State University study entitled, "Elementary Basal Readers and Work Mode Bias" states, ".....From the data, it is possible to infer that work mode bias in textbooks reflects a deep and pervasive general cultural bias against technical-vocational-unskilled work modes, and this general bias strongly inhibits rational reconstruction of curricular patterns."

5. EVALUATION of individuals in courses and curricula is usually done by measuring instruments and techniques in support of further formal education activities and so called "academic achievement." Little effort is made to evaluate the individual's application of knowledge and these skills to demands in the job market.

6. The Texas Education Product Study of 1973 revealed that high school graduates and leavers of the classes of 1963-64 and 1968-69 viewed the guidance services of their schools to be negative in both the "academic" and "vocational" areas. The Advisory Council has contended that most career choices are by DEFAULT rather than DESIGN.

7. Education programs are "time-based" - meaning that all students are assigned to programs for a specific time without regard to achievement of a specified level or their ability to perform. It is evident that the time has come for instruction to be based upon performance based objectives with criterion referenced measurements. However, many teacher education institutions in Texas are rejecting efforts of the State Board of Education to implement performance based teacher education.

8. QUALITY EDUCATION has often been identified as being more sophisticated and higher levels of achievement in abstraction with little regard for the needs of the individual. A recent study at Marshall University showed that relating instruction to career objectives increased levels of achievement by 11 percent in language, 24.5 percent in mathematics and 18 percent on occupational awareness.

9. There is "traditionalism" and other constraints that renders the education system unresponsive to change. The education system must focus upon the needs of the INDIVIDUAL and our society, not upon the needs of the institutions or system. The system MUST be <u>flexible</u> and <u>responsive</u> to INDIVIDUALS and their needs based on an interaction of the factors of INTERESTS, APTITUDES, ABILITIES, and CIRCUMSTANCES.

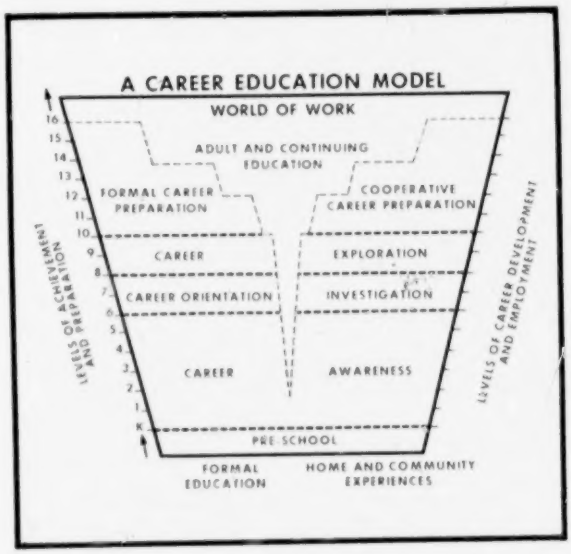
10. The respondents in the Texas Education Product Study, numbering over 5,000, concluded that the curriculum must be flexible and the instruction individualized. There was substantial rejection of "required" courses. In identifying their best teacher, their knowledge of subject matter was a poor third in their priorities. They gave first priority to the ability to communicate with students and to create interest. Second priority was the teacher's interest in students as individuals.

11. The unwillingness of the education system to relate education experiences to "life coping skills" has produced many with attitudes of "rebellion," "frustration" resulting in "unemployment" and "a life that will contribute something less than it could have."

12. The Council has proposed Supplementary Delivery Systems to provide realistic job preparation opportunities for most citizens. This recommendation or feasible alternatives have received little consideration. It might be a problem of priorities. The state has allocated approximately $50 million for area school construction at secondary and post-secondary institutions since 1965 while one state university has expended in excess of $50 million in capital improvements in only five years.

"WHO IS REALLY LISTENING?"

A PLAN FOR ACTION. . . . . .A CAREER EDUCATION MODEL



The model discussed in "A Plan for Action" was published by the Advisory Council in October 1972 and the model or adaptations of the model have been widely used. The model and accompanying rationale seem to embody basic guidelines for conceptionalizing a program for career education at the local level. The Texas Education Agency has published guidelines, materials have been produced and experiences documented from several demonstration projects in the state. Cost data of "redirection" of education experiences are emerging, providing the basis for meaningful and realistic planning for statewide implementation.

Career Education is not a new name for vocational, technical, occupational or any other segment or phase of education; but is the embodiment of the career thrust or emphasis in all educational experiences at all levels. To effectively implement such a plan, first of all will require an understanding of what is involved and secondly, a commitment to the concept to more effectively serve all the needs of all citizens in all communities.

The diagram of "A Career Education Model" above should be considered by leaders in the development and building of education, home and community experiences that will result in a meaningful and rewarding role for every citizen in our society and economy.

Social, economic, industrial and technical changes have brought tremendous responsibilities upon our education system. The employer still wants the worker prepared with basic or what is traditionally called academic skills. He also requires a wide range of specific skills traditionally acquired through vocational, technical and occupational programs. In addition, the worker must have acceptable employability skills to include dependability, honesty, promptness, job appreciation, initiative and demonstrate his responsibleness. The preparation of workers with such comprehensive responsiveness requires a united effort of the home, community and school. The emphasis on levels should not indicate an inflexible "lock-step" with age, years of schooling, semesters, credits and work entry. The levels provide an element of evaluation of achievement in career development and preparation for employment.

K-6 CAREER AWARENESS - This phase of the model should help the individual develop an awareness of careers, understanding and appreciation for the dignity of work, and the personal and economic relationships of work. (As this phase relates to education, it would require ancillary personnel and resources with the principal responsibility resting with the teacher incorporating these objectives into all educational experiences.)

6-8 CAREER ORIENTATION AND INVESTIGATION - (The levels shown are very flexible because of a variety of structures of levels in schools.) In this phase of the model, the individual would gain a wide exposure to a variety of careers, their requirements and rewards. The individual would begin to relate these to his own interests, abilities, aptitudes and circumstances. In addition to the teacher, more guidance services would be required and some additional instructional personnel as well as materials and instructional resources.

8-10 CAREER EXPLORATION - In this phase of the model the individual should have "hands on"

experiences in laboratories, shops and/or community resources in as many clusters of occupations as possible in order to further validate his own personal interests, aptitudes and abilities. The total school, home and community resources will be needed to give exposure to the multitude of careers.

9-12 PREPARATION FOR CAREERS - With the awareness, orientation, investigation, and exploration phases of career development as a background and guide, the individual should be prepared to give more specific direction to preparation efforts. These directions will be many and require comprehensiveness of offerings to support the career goals of all individuals.

Some individuals may move toward rather specific skill development through vocational programs. Some may pursue skill development within a cluster of occupations for entry into apprenticeship or other on-the-job training. Preparation may be achieved through laboratory and/or cooperative part-time training or work experiences.

Post-secondary and/or university preparation may be required in the career development plan of others.

Regardless of the level of formal preparation needed or desired, the options should be left open to the individual at all times and levels.

13-16 PREPARATION FOR CAREERS - Preparation at this level will normally be quite specific and will require substantial flexibility of institutions to accommodate a series of educational and work experience adjustments in directions of career preparation. The role of institutions should be carefully related to programs in previous institutions to prevent duplication.

ADULT The education community must accept the responsibility of the multitude of needs of our adults in education, regardless of the factors that generated these needs whether they be basic education, retraining, upgrading, avocational or others. This phase is needed to give more mobility within the work force to enhance its effectiveness and efficiency. It should be noted on the model that Adult and Continuing Education may occur at all levels of achievement and career preparation. Texas moved closer to a realistic adult education delivery system with final action on state legislation in May 1973. The further development of this commitment should bring equal opportunity to many disenfranchised adults.

PART I

ADVISORY COUNCIL RECOMMENDATIONS FOR 1973

Recommendations have been made by The Advisory Council for Technical-Vocational Education in Texas to the State Board for Vocational Education on three previous occasions. An index of the Council recommendations and board action is on pages 53-54 of this report.

The Fourth Annual Report has consolidated all previous Council recommendations, Board action and response, subsequent action and Council statements, into Part III of this report. This rather voluminous section can be found on pages 55-106 of this report. The Council considers all recommendations that have been accepted by the Board to be active until action is complete. The previous recommendations have been grouped under thirteen topics. The last part of each topic is a "Council Statement" that will serve as a guide for any special attention or consideration of the Board that would be helpful.

In view of the rather comprehensive recommendations made in the three previous reports, the Fourth Annual Report will contain a minimum of recommendations that are considered as "next steps" regarding previous recommendations or they will represent further concerns of the Council that have not previously been expressed in the form of a recommendation.

The Council is aware that its recommendations have implications beyond the field of technical-vocational education which is its principal charge. However, all educational experiences are so interrelated that the Council is compelled to speak to all aspects of education as they relate to the educational experiences used to prepare people for careers and provide opportunities for their further development in order that they can become economically independent with a career that is personally satisfying and rewarding.

The Council expresses its appreciation to the State Board of Education and the Texas Education Agency staff for the concern, cooperation and response to the concerns of the Council. Progress is being made in the "redirecting" of the education system in Texas to align its products more nearly to the needs of individuals and economic and societal realities.

Recommendation I - Redirection of Education System and Career Education Implementation

The rationale and background for this recommendation is contained throughout this report. Sections that pertain directly to the rationale under this topic include "It is Time for Action....The Evidence" and "A Plan for Action....A Career Education Model" on pages 2-4 of this report.

The Council considers the following recommendations as a "next step" for action previously taken on Council recommendations made under this topic.

The Council therefore recommends:

1. *That the State Board of Education develop a comprehensive State Plan for the orderly and coordinated development and implementation of the Career Education Concept in the Public Educational Institutions of the State.*

2. *That such plan be designed to redirect the utilization of present resources, to incorporate the total resources of the home, school and community as these relate to career development experiences of those being served, and determine the need for additional resources and make a request for such resources to the State Legislature.*

3. *That such plan incorporate specific design to make the education system of the state flexible and responsive to the multitude of needs of the individual and community. That special priority be given to - curriculum revision; evaluation of students; graduation requirements; entrance requirements to programs of higher education; teacher preparation and in-service education as these relate to the overall design of the education system of the state.*

Recommendation II - Financing of Technical-Vocational Education In Texas

The Advisory Council has addressed itself to many aspects of financing of technical, vocational and manpower training in the state in the three previous annual reports and other reports made to the Governor, Legislature and others.

In view of the visibility being given to the financing of public school education in the state, the Council believes its observations and concerns on the subject should be expressed formally to the State Board of Education.

The Council has a specific responsibility in this area in Section 31.35(5) of the Texas Education code, as follows: "Recommend to the Governor and the Legislature methods of funding existing programs and propose methods for funding new programs."

In the Council's Second Biennial Report to the Legislature, December 1972, on page 26, the Council expressed its support of the present system of funding vocational programs through the minimum foundation program and outlined Council recommendations that would require funding for implementation.

Review has been made of state and national studies on financing of education and vocational education particularly. Several states are considering various approaches to financing public education, including "weighted pupil cost" and "differential cost" systems. However, the Council has not been able at this time to determine that proposed systems reviewed to date offer substantial advantages over the present system used in Texas.

The Council has in previous recommendations on "Supplementary Delivery System for Educational Services" proposed state funding of capital outlay for area school facilities which is a departure from traditional funding of capital outlay at the local level. The rationale of the Council in this recommendation is that this would be an incentive to local citizens and a justifiable state investment in the economic development of the state.

The level of funding for technical-vocational education in the state has increased substantially in the last few years. However, in the Council's studies, it is apparent that resources both at the state and local levels are not adequate to meet the needs of individuals in keeping with the requirements of the job market.

The Council therefore recommends:

1. *That the State Board of Education continue its support of the present system of financing vocational education, to include:*
   a. *The allocation of bonus vocational units in accordance with policies established by the State Board of Education under the Foundation School Program.*
   b. *Provision to continue: a minimum of $400 per vocational unit for materials and supplies; average daily attendance credit to remain with the sending school for students attending another district for vocational offerings; transportation of vocational students between campuses and districts; and vocational units be counted as teacher units in allocating to the local school district the amount provided for maintenance and operation.*

2. *That the State Board of Education support the inclusion of vocational unit travel financing under the Foundation School Program.*

3. *That the State Board of Education continue its study of program and funding needs in technical-vocational education in the state to support additional resources to correct the present inadequate level of funding.*

4. *That line item appropriations to post-secondary institutions be earned in accordance with approved formulas for allocation of funds for occupational programs.*

Recommendation III - Serving the Needs of Special Groups

The Advisory Council has addressed itself to the needs of special groups in many activities, reports and recommendations. In fact, the whole thrust of the work of the Council has been to "redirect" the education system in such a manner that the system would be flexible and responsive to the needs of the individual as a result of the many directions brought about by the interaction of the factors of APTITUDE, ABILITY, INTEREST and CIRCUMSTANCE. When this is accomplished, then the needs of every individual will be assessed and addressed and the special needs will be a part of the regular response to the individual.

In the meantime, it is believed that a special review of programs with these priorities in mind would be in order.

The Council therefore recommends:

1. *That Technical-Vocational Education Programs at the secondary and post-secondary levels receive a special review and evaluation to determine if the special needs of the following groups are adequately served in preparation for occupations:*

   a. *Handicapped persons*

   b. *Disadvantaged persons*

   c. *Special needs of veterans*

   d. *Bilingual and cultural needs of individuals*

   e. *Ethnic minorities and women.*

Recommendation IV - Guidance Services

The Advisory Council has addressed itself to the broad field of guidance services throughout its work and especially in Recommendation IV of the 1972 report. Even though there is ample evidence that diligent efforts are being made to strengthen guidance services at all levels, it is quite clear that the major part of the job is ahead of us.

The most negative part of the Texas Education Product Study that surveyed over 5,000 high school graduates and leavers, was their evaluation of the school's guidance services. The study revealed that there were substantially more unfavorable responses to guidance services than favorable. The guidance services in planning courses was only 7 percentage points better than the assistance in planning for a job or career. However, the students in the 1968-69 school years were more favorable than the 1963-64 students. The study did not reveal a need for any less guidance service in a given area but generally more and better defined guidance services. The State Board of Education requested the staff to more clearly define the role of the school counselor in the state, when the study was reviewed during the April 14, 1973 meeting of the Board.

A special study of guidance services in Tennessee Public Schools confirmed the findings of the Texas Education Product Study and the observations of the Advisory Council. Some significant conclusions of the Tennessee study are summarized: (1) Counselors lack sufficient indepth work experience; (2) In-service experiences for counselors should be strengthened; (3) counselors and principals are overly concerned with testing and test results; (4) Counselors have very limited knowledge about careers; and (5) little is known about how the school experiences affect post-high school behavior.

Recent surveys indicate that guidance services personnel generally do not have access to basic job counseling materials such as the Dictionary of Occupational Titles; Standard Industrial Classification Manual; Occupational Outlook materials from the U. S. Department of Labor and State Employment Service and similar materials. Other career development materials are in much demand, but in many instances a budget is not provided for these materials. The Advisory Council has developed a handbook that is being distributed and should be helpful to guidance services personnel in orienting their activities toward career development emphasis.

Over one third of the population in Texas is Black or Mexican American. These and other minorities are often disadvantaged because guidance services personnel do not generally have the cultural and language background to effectively relate career development activities to these and other special groups. Women in the work force continue to play an increasing role. However, many of our guidance materials and concepts tend to stereotype certain jobs as being "male" and "female" [illegible] such stereotyping has a restrictive influence on preparation programs. The correction [illegible] and other deficiencies in the guidance services will require substantial leadership and coordination at the state level as well as in preparation programs in institutions of higher education. State leadership could be helpful in providing local guidance services personnel with a basic list of acceptable materials.

In view of the critical nature of guidance services in relation to effective and efficient educational experiences at all levels, the following action seems appropriate.

The Council therefore recommends:

1. *That the State Board of Education initiate action to provide from the Foundation School Program a minimum of $200 per counselor unit in the state for materials in support of career development activities of the guidance services of the school.*

2. *That the State Board of Education give priority to the following actions to strengthen career development aspect of guidance services:*
   a. *development and dissemination of a basic list of acceptable materials;*
   b. *in-service activities on the effective utilization of materials;*
   c. *in-service activities in developing specialized techniques needed in providing guidance services to minorities and others with special needs.*

Recommendation V - Public Awareness of the Needs and Resources In Technical-Vocational Education In Texas

Substantial progress has been made in the effort to inform citizens of the state about the opportunities that are available to them to participate in technical, vocational and occupational education programs in the state. The development and dissemination of the film, "Work is Child's Play" was a major contribution to a public awareness in this area.

During 1973 the Advisory Council conducted the "Occupational Education Public Information Survey that is reported on pages 15-19 of this report. Substantial effort is being made by Local School Districts and Post-Secondary Institutions in the area of public awareness. The Advisory Council has been active within its limited resources to contribute to the public awareness.

A number of private and public groups in the state have contributed in a variety of ways to the public awareness effort.

However, developing an acceptable level of public awareness with a population of twelve million people, is a monumental task.

The Council therefore recommends:

1. *That the State Board of Education further develop public awareness of the needs and resources in the state for technical, vocational and occupational education. That there be established within the Department of Occupational Education and Technology a Dissemination Office with adequate support, to provide leadership, coordination in the state in the area of materials development and dissemination to enhance the state's public awareness in this critical area of concern.*

Recommendation VI - The Administration of Technical-Vocational Education In Texas

The interest of the Advisory Council in the administration of Technical-Vocational Education in Texas lies in two general areas. These are: (1) Problems that arise in effective administration of technical-vocational education at the post-secondary level in that the program responsibility rests with the State Board of Education and the general institutional direction is the responsibility of the Coordinating Board, Texas College and University System. (2) A review of the needs for state leadership and coordination of technical, vocational and manpower education and how effectively these needs can be met with the present resources and administrative structure.

There has been more growth, development and changes in technical-vocational education in the last ten years than in previous history of the program. Some examples include:

1. Establishment of the Coordinating Board, Texas College and University System (1965)
2. Formation of twenty new community colleges
3. Establishment of Texas State Technical Institute with four campuses
4. Occupational programs in post-secondary institutions were practically non-existent ten years ago, but now there are 872 programs in over 100 occupations and the appropriations for these programs for 1975 will be in excess of $40 million
5. Federal legislation of major significance includes:
   - Vocational Education Act of 1963 PL 88-210
   - Vocational Education Act Amendments of 1968 PL 90-576
   - Education Amendments of 1972 PL 92-318
   - Numerous other legislative acts in the area of Education, Manpower and other areas have had profound influence on programs
6. State legislation influencing technical-vocational education has been substantial
7. Ten years ago the present Department of Occupational Education and Technology was responsible for activities now carried out essentially by the Division of Public School Occupational Programs. The following divisions have been added:
   - Post-Secondary Occupational Education and Technology
   - Occupational Research and Development
   - Adult and Continuing Education
   - Proprietary Schools and Veterans Education
   - Administrative Services
8. The following table will indicate the growth that has occurred in the Public School Occupational Programs Division in ten years:

	VOC. TEACHER UNITS		NO. PROGRAM STAFF		RATIO OF PROGRAM STATE TO VEU+	
PROGRAM	1963-64	1973-74*	1963-64	1973-74	1963-64	1973-74
Agriculture	959	1308+56	14	15	1:69	1:91
Homemaking	1445	2570+202	14	16	1:103	1:173
Distribution	174	598	6	8	1:29	1:75
Industrial	300	1457+625	9	16	1:33	1:130
Office	-0-	547+89	-0-	6	-0-	1:106
Health	-0-	89	-0-	4	-0-	1:22
Industrial Arts	-0-	150	-0-	3	-0-	1:50
(CVAE)**	-0-	(913)	-0-	-0-		
(Handicapped)**	-0-	(58)	-0-	-0-		
Occup. Orient.	-0-	127	-0-	-0-		
Ancillary	-0-	485	-0-	-0-		

*Allocation of units are tentative
**CVAE and Handicapped units are carried as + units in the appropriate program total.
+Ratios in this tabulation include all program staff, consequently the ratio to field staff would be considerably greater.

9. It is estimated that 75% of the secondary vocational units in the state are under the supervision of ancillary personnel. What influence does this have on the leadership and coordination responsibilities of the state staff?

10. Determination of priorities of services to be performed by the state in the area of leadership and coordination.

11. What influence could and should the regional Education Service Centers have on the responsibilities of the state for leadership and coordination?

There are many other factors that have an influence upon the leadership, coordination and regulatory roles of the staff of the Department of Occupational Education and Technology. It would seem to the Council that these should be identified, that grass roots thinking concerning the state role in these areas should be sought.

The growth and development of technical, vocational and manpower education; the formation of the Coordinating Board, Texas College and University System; development of administrative and service capabilities at the local and regional levels and many other factors, some of which are mentioned above have caused a fragmentation of the administrative structure and delivery system and created substantial competition for limited resources with which to meet the rapidly growing demand for preparing people for jobs in a rapidly developing and changing economy in Texas.

The Council therefore recommends:

1. *That the State Board of Education cause to be conducted a comprehensive review of the administration of technical-vocational education in Texas and based upon the findings of the review, develop and implement the administrative structure that can most effectively serve the state's needs for program development, leadership, coordination and administrative regulation and similar responsibilities of the State Board of Education in this area.*

PART II

ADVISORY COUNCIL EVALUATION DATA, STUDIES AND RATIONALE - 1973

Part II provides background material for the Council's recommendations listed in Part I. and evaluation statements in Part III.
This section contains evaluation data, studies and rationale developed by the Council through its exposure to citizens of the state as well as its examination and conclusions of data available.

Part II is also related to Part III which is the Evaluation made in response to the U. S. Office of Education Guidelines in coordination with State and National Advisory Councils on Vocational Education.

The following studies, tables and charts as well as references to other materials and rationale should be helpful to individuals attempting to grasp an understanding of the position of technical-vocational education in the State of Texas.

Texas Guidance Information Program

This study was funded by the State Board of Education to collect data from students in occupational-technical programs in post-secondary institutions in the state.

Initial data was collected in the Spring of 1971 from students in training. Data was compiled by institutions and by programs. It was published and distributed to guidance services personnel in appropriate schools of the state. The information in Phase I of the study answers questions prospective students have about specific programs in specific institutions of the state.

The program was initiated some ten years ago by Dr. Kenneth Hoyt, University of Maryland, and has been utilized nationwide. The program is known nationally as the "Specialty Oriented Student 'SOS' Research Program."

Phase II of the study is a follow-up of students who participated in the 1971 survey. The follow-up was completed in the Spring of 1973, the information tabulated, printed on descriptive pages and distributed to those who received Phase I data. The Phase II data included information such as: How many finished their training programs; how many took further training; Success in finding a job; Assistance used in securing a job; Job Satisfaction and other important information such as earnings and satisfaction with training they received.

The information from the study can be most helpful to (1) administration of institutions whose students participated in the study; (2) students seeking information about training programs in the post-secondary technical-vocational programs of the state, and (3) education planners and managers as they review the responses of those surveyed.

An attempt will not be made to analyze the study, but a very significant finding in Phase II is the lack of contact and communication between the institution and employer with regard to employment of graduates of the various programs. This supports the universal finding of the Advisory Council, that lines of communication must be strengthened between the community in general and the education community.

Occupational Education Public Information Survey

During March-April 1973, a survey was conducted by the Advisory Council for Technical-Vocational Education in Texas to determine the public information materials now being used to promote and develop technical-vocational education in Texas. A total of 171 independent school districts and 48 post-secondary institutions with occupational offerings were asked to complete the same questionnaire.

Responses were received from 156 different districts and 43 post-secondary campuses. ISD (A) and post-secondary (B) responses follow: (Unless otherwise indicated, percentages are based on total responses.)

1. Check the following 16 mm color occupational education films that your district has or is utilizing: (Description of each film provided with actual survey sheet.)

	A	B		A	B
1. "The Future...My Destination"	46.1%	34.9%	6. "On My Own Feeling Proud"	8.9%	2.3%
2. "Careers With a Future"	23.0%	18.6%	7. "Community School House"	8.9%	0%
3. "Paths of Progress"	30.7%	4.7%	8. "What's Happening"	10.2%	11.6%
4. "Where Do we Go From Here"	35.8%	9.3%	9. "Career Vestibule"	7.6%	0%
5. "In Ten Years"	23.0%	4.7%	10. "Career Education"	19.2%	4.7%

2. Does your district receive consistent and current notifications of materials developed for use in the promotion and development of occupational education from: Texas Education Agency, (A) Yes 60.8% No 36.5%, (B) Yes 55.8% No 34.9%; Regional Education Service Center (ESC) in your area, (A) Yes 57.6% No 32.0%, (B) Yes 18.6% No 69.8%.

   If no, do you normally learn of these materials through: (A) 39.2% (B) 22.2% word of mouth, (A) 50.4% (B) 42.2% attendance at conference, (A) 18.6% (B) 20.0% seminar, (A) 40.1% (B) 13.3% workshop, (A) 20.5% (B) 8.9% other. (Percentages based on "No" responses)

3. Does your district (1) develop locally, (2) buy commercially, (3) use TEA, (4) use ESC materials for the promotion and development of occupational education programs and activities?

1		2		3		4		
A	B	A	B	A	B	A	B	
9.6%	18.6%	24.3%	20.9%	46.7%	27.9%	65.3%	6.9%	Films (16mm)
7.0%	16.3%	10.2%	20.9%	7.0%	2.3%	13.4%	0.0%	Films (Super-8)
23.7%	27.9%	13.4%	6.9%	11.5%	0.0%	16.0%	0.0%	Video-tapes
58.9%	79.1%	39.7%	16.2%	26.9%	6.9%	33.9%	0.0%	Slide/tape presentations
13.4%	11.6%	53.8%	25.5%	19.8%	2.3%	42.0%	2.3%	Filmstrips
60.8%	74.4%	48.7%	23.2%	15.3%	0.0%	33.9%	0.0%	Transparencies
10.8%	7.0%	62.8%	25.5%	9.6%	2.3%	5.1%	0.0%	Magazines
47.4%	88.4%	31.4%	18.6%	27.5%	9.3%	19.8%	2.3%	Brochures
58.3%	59.1%	35.8%	9.3%	12.1%	6.9%	10.8%	0.0%	Posters
75.0%	83.7%	6.4%	13.9%	20.5%	4.6%	10.8%	0.0%	News Releases/photos
67.9%	65.1%	8.3%	6.9%	3.8%	0.0%	7.0%	0.0%	Exhibits
26.2%	65.1%	4.4%	11.6%	4.4%	2.3%	.6%	0.0%	Paid ads ((A)89.2%(B)64.7%newspapers,(A)50% (B) 44% radio(A)21.4% (B)26.4% TV, (A) 16% (B) 2.9% billboards, (A)14.2% (B)17.6% magazine. Percentages based on those using paid ads)
69.9%	81.3%							Public service announcements for news media
46.1%	41.8%							Internal Newsletter (staff only)
33.3%	37.2%							Newsletter distributed to (A)65.3% (B)50.0% general, (A)59.6% (B)43.7% selected segments of community. (Percentages based on responses to question)
12.8%	11.6%	.6%		.6%		1.3%		Other: Special supplements to local newspapers; career days; job fair; follow-up surveys; word-of-mouth; visits to schools, industries and other service areas.

4. List two sources in order of frequency other than TEA or an ESC from which your district utilizes informational materials, and then indicate the materials most frequently utilized from each source.

Modern Talking Pictures, Guidance Associates, Sterling Associate Films, and Texas A&M University were the most frequent sources mentioned by ISDs with films, filmstrips and transparencies the most sought after materials. The Texas Employment Commission, American Junior College Association and Local Industries were chief sources mentioned by post-secondary with films and printed materials most sought after materials.

5. Does your district use: (A) 87.1% (B) 67.4% the Occupational Outlook Handbook by U. S. Department of Labor, (A) 73.0% (B) 76.7% Texas Employment Outlook by Texas Employment Commission? How about other (A) 39.7% (B) 27.9% USDL, (A) 53.8% (B) 48.8% TEC materials?

6. Has your district utilized the 20-minute "A Redirected Education System---A Plan for Action" slide/tape presentation by the Advisory Council? Yes (A) 50.6% (B) 27.9%, No (A) 36.5% (B) 67.4%. How many times have you used it? (A) 327 (B) 28. What audience did you have? (A) 60.7% (B) 58.3% civic groups, (A) 26.5% (B) 8.3% PTA's, (A) 45.5% (B) 25.0% student groups, (A) 43.0% (B) 33.3% employers, (A) 67.0% (B) 50.0% administration, (A) 60.7% (B) 75.0% teachers. (Percentages based on "Yes" responses.)

7. How are the materials, gathered from various sources or developed by your district, utilized in the promotion and/or development of occupational education programs and activities?

(A) 80.7% (B) 81.3% counselors in guidance programs, (A) 77.5% (B) 65.1% teachers in classroom instruction, (A) 35.8% (B) 48.8% student groups, (A) 59.6% (B) 48.8% inservice workshops for administrators and teachers, (A) 30.7% (B) 18.6% by administration or board of trustees as a basis for decision making, (A) 52.5% (B) 60.4% civic organizations, (A) 42.3% (B) 60.4% local media, (A) 25.6% (B) 53.4% campus media, (A) 26.2% (B) 13.9% parent organizations, (A) 41.0% (B) 46.5% employers, (A) 13.4% (B) 9.3% Other: Advisory Councils or committees; service clubs; Parent Teacher Organizations; state associations; Chambers of Commerce.

8. List special activities done in your district in connection with "Vocational Education Week."

Stories/photos in local paper(s), open house, promotion spots or interviews on radio and TV were most frequently mentioned activities by ISDs. High School students and counselors touring the campus primarily in connection with "Career Day" was the most often mentioned activity of the post-secondary institutions.

9. How often do news releases concerning occupational education programs and activities in your district appear in a local newspaper? (A) 28.8% (B) 34.8% weekly, (A) 15.4% (B) 13.9% bi-weekly, (A) 31.4% (B) 32.5% monthly, (A) 8.3% (B) 6.9% bi-monthly, (A) 5.1% (B) 4.6% quarterly, (A) 8.9% (B) 37.2% just prior to beginning of new term or semester. Does your district develop most of these news releases? Yes (A) 74.3% (B) 88.3%, No (A) 7.0% (B) 0.0%.

10. Based on the scale (1) very good, (2) good, (3) poor, (4) very poor, how would you rate the following news media regarding the promotion of occupational education?

1		2		3		4		
A	B	A	B	A	B	A	B	
33.3%	18.6%	28.8%	37.2%	12.1%	25.5%	4.4%	4.6%	Campus Newspaper
44.2%	39.5%	40.3%	37.2%	5.1%	11.6%	.6%	6.9%	Community Newspaper(s)
28.8%	32.5%	28.2%	41.8%	13.4%	13.9%	12.1%	6.9%	Radio
12.1%	20.9%	17.9%	18.6%	16.0%	13.9%	12.1%	18.6%	Television
2.5%	0.0%	10.8%	9.3%	12.8%	18.6%	1.6%	23.2%	Magazines

11. Do you or members of your staff appear before the following groups in an informational role? (A) 87.8% (B) 81.3% student groups, (A) 75.6% (B) 83.7% other members of school staff, (A) 71.7% (B) 67.4% employers, (A) 87.1% (B) 88.3% civic groups, (A) 53.2% (B) 39.5% PTA's.

Respondent Comments

The Advisory Council asked for any comments, ideas, or other activities that respondents might know of that would be helpful in the promotion and development of occupational education programs and activities. The following is a summation of comments made:

Needs for State Level Support

Teacher and administrator preparation programs should include courses or elements that will provide all teachers and administrators with a knowledge and understanding of the many facets of the work world, vocational-technical education and public relations in order that they may better serve the total needs of the community.

More funds are needed for vocational-technical construction, equipment, supplies, etc., at both the secondary and post-secondary levels, if occupational education programs are to be upgraded throughout the state. Student interests in occupational education are beginning to exceed the resources now available to serve them.

Higher salaries for vocational-technical teachers are needed. It is getting extremely difficult to hire good instructors at 1/3 or 1/2 the salary they can command in industry.

High School graduation requirements need revision in order that students may participate in occupational programs as a means of enhancing their educational backgrounds without hindering their pursuit of additional or advanced education. This is vital in light of existing and projected job market skill requirements coupled with the increasing interest among students for occupational training.

More photos and stories concerning vocational education are needed in elementary and junior high school textbooks. This is important if all aspects of the work world are to be integrated into all classroom instruction. This could add relevancy to education by showing the application of various disciplines to careers.

Readily accessible data on employment opportunities and employment outlooks statewide is needed. Effective program planning and realistic career decisions are greatly hindered without supply/demand information.

Education Service Centers should hold workshops for administrators in such areas as career education, vocational-technical education and special education. Workshops should also be held for administrators as well as teachers in the area of public relations aimed at developing basic competencies in writing news releases, taking photographs and contacting the respective media.

More occupational films geared to post-secondary levels are needed. Many of the films now available through the Texas Education Agency and Service Centers are geared to secondary level and for this reason, post-secondary schools find difficulty in utilizing them.

Film(s) on job clusters for use at local levels in in-service workshops for teachers and administrators and/or in the classroom and guidance settings to inform students of career opportunities before them, should be developed.

Human interest, informative type television and radio promotional spots, for use at the local level by commercial and public television and radio as public service announcements, should be developed. Ten, 30 or 60 second spots citing the growing need for vocationally-

technically trained people and the place where additional information can be obtained is but one example.

News releases for dissemination through local schools and colleges to media should be developed. These releases, developed on a regular basis, can deal with career or occupational education in general or specific areas or careers, but should be written in a manner to where they can be used in almost any community. Techniques should be employed whereby local schools and colleges can tie in their name and programs easily enough to give releases local flavor.

Education Service Centers should have a larger inventory of films and other materials or a shorter check-out time to cut down on the waiting list for materials.

A composite list of free informational and promotional materials dealing with career and occupational education that are available from the Texas Education Agency, Service Centers and other sources, should be developed and disseminated to the local level. This list should be updated as needed.

Area vocational schools would be getting more students that need vocational training if the state would assist the sending schools on their transportation.

As a prelude to vocational training in high school, students should undergo an awareness, investigation and exploration of the world of work as a means of finding themselves and discovering what they are interested in as a vocation.

More speakers at state level should be available to speak at public and civic meetings on career education and also occupational education.

Needs for Local Level Support

Local administrators should use some of the time allotted each year for in-service training to present programs designed to promote the career education concept and to inform educators of vocational programs and objectives.

Occupational education requires long and careful planning at the local level. Teachers, administrators, employers, prospective employers, parents and students and other educational agencies and civic groups should engage in workshops and idea swapping. Advisory Committees are great avenues toward stimulating total community involvement.

Placement and follow-up of students should be an integral part of school and college activities. By placing students on jobs and later following them up, it can be determined how effective programs are and if there is a need for change or redirection.

By working with personnel managers in business and industry, the school and college can better determine the needs of the work world by asking specific questions about specific needs in specific fields.

Provide vocational students with training in leadership and public relations in order that they will be better prepared to convey to other students and people their vocational experiences and what they mean to them.

Local schools and colleges should make greater efforts to make known to the Texas Education Agency and Service Centers, their needs.

Local schools and colleges should seek out and reach larger and more diverse audiences with their materials. People who normally are exposed to occupational materials are usually those who already support occupational education.

Parents of school age youth should be the "target" group for good, concise "career education" information. The information should be presented to them so as to stimulate discussion with their children in their homes. Junior high school counselors, senior high counselors, PTA groups, civic and other type groups, should also be the target of career and occupational information.

If we are to promote occupational education to the students and the adult citizens in each community, then programs are needed that are relevant to the job market and of a very high skill and knowledge content. The area school concept in which high school students may enroll in post-secondary institutions to learn job skills in specialized areas tend to give direction and a sense of discovery to the secondary student.

The industrial-business-civic community must assume the responsibility for closely tailoring employment requirements with jobs to be filled. Requirements not directly related to the job to be filled should be alleviated.

One person should be designated in each school or college to coordinate promotional activities so as to eliminate duplication of effort, etc. If possible and where funds are available, a public relations writer might be hired to handle the many promotional activities.

Periodic reports to boards of education using slides or other audio visual materials, is useful in stimulating board interest in occupational education.

The promotion of vocational-technical education must be a cooperative effort on the part of the administrative staff. However, the details and inner parts must be carried on by vocational people such as vocational directors, counselors and teachers.

Local Advisory Council/Committee Study

During 1972 the Advisory Council completed a relatively comprehensive study of advisory council/committees in nearly 200 local school districts in the state that employ ancillary vocational personnel. Such districts in the state represent about 80% of the students enrolled in vocational education. This study is reported on pages 36-38 of the Third Annual Report of the Advisory Council for Technical-Vocational Education in Texas.

During 1973 two graduate studies have been conducted in Texas. This section will report on some recommendations made as a result of the studies. The studies are tentative at this time (October 1973) and the published studies may be revised from the preliminary recommendations used in this report.

"A Study to Determine the Perceived Effectiveness of Technical and Vocational Program Advisory Committees in Texas Community Colleges" by Cary Lynn Douglas, Texas A & M University.

Recommendations included in the study are as follows:

1. Program chairmen need to be trained in the area of advisory committee selection and utilization.
2. Program advisory committees should meet at least two times per year, and preferably three times per year as a minimum.
3. Valid and useful literature on the subject of vocational and technical program advisory committees needs to be prepared and distributed to all persons presently using or needing the use of advisory committees.
4. A method be devised to ensure that all programs have an advisory committee that is useful and functional.
5. Further study be done in the area of vocational and technical program advisory committee selection, organization, and utilization.

"The Role of Industry in Public Secondary Vocational Education in Medium-Sized School Systems in Texas," by Neal Maddox McBryde, Texas A & M University.

Medium-sized school systems are described in the study as being those in communities between 5,000 and 100,000 population and whose system has a designated vocational director.

"The following recommendations are based on the findings in this study and are intended as an aid to better industry-vocational education cooperation in Texas.

1. In order to promote a better understanding of the opportunities, need and methods for industry personnel to participate in public high school vocational programs, the following are recommended:

    a. Closer cooperation between the Texas Education Agency and industry organizations such as the Texas Manufacturers Association, the Texas Construction Employers Association, and others.
    b. Preparation by the Texas Education Agency of brochures explaining industry-vocational education cooperative opportunities for distribution to industries in Texas through chambers of commerce or other means.
    c. Formation within the Industrial Committee of chambers of commerce of a subcommittee on vocational education.
    d. Formation of regional industry-education councils. Horne (23) and Lee (29) report that similar councils have been effective in promoting closer industry-education cooperation in California.

2. The Texas Education Agency supply more comprehensive instructions to local education agencies in regard to industry's participation in local programs."

Governor's Conference on Technical-Vocational Education - 1973

The Governor's Conference served as the 1973 public forum for technical-vocational education in Texas with which the Council is charged to conduct annually. The report on the conference is contained in the Proceedings of the Governor's Conference that was conducted February 27-28, 1973, and published in June 1973.

There were 1584 participants and it is estimated that 2000 persons attended the conference. Registered participants were from 225 communities of the state. Participants were classified into Educators, 56%, and non-Educators, for 44% of the attendance. In an evaluation by conference participants, 30% rated the conference as "extremely helpful" and 61% rated it as "helpful" while the remaining 9% rated the conference as "of little help" or "not helpful at all."

Most conference participants found an opportunity of exchange of ideas through conference activities such as (1) exhibits, (2) general session speakers from the states leaders, (3) seminar hearings on eleven different topics and (4) personal interactions.

Conference participants were requested to respond to statements that represent many of the concerns and concepts expressed by the Advisory Council as a result of many months of study of needs of the state in the area of vocational, technical and manpower education. Similar responses were solicited during twenty-eight community conferences during 1972. A comparison of the responses to similar statements is given below:

Questions answered by participants at both conferences were basically the same. For comparison purposes, the questions appear below with percentage responses appropriately denoted (C-Community Conferences; G-Governor's Conference.) There was no "no response" column for the Governor's Conference.

Where there were variations in wording, both questions appear. Questions and answers unique to either Conference also appear with proper identification.

Approximately 1,225 of 3,700 Community Conference participants and 400 of 1,600 Governor's Conference participants, responded to the questionnaires. This is a highly representative sample.

1. The Council stated that education in Texas should be "redirected" with equal emphasis on education for living and education for making a living. This conclusion was based upon the general practice of approximately 75% of our secondary students being prepared for college entrance leading toward college degrees, while the labor force requires only 20% with bachelor or higher degrees.

   Agree C=94% G=97% Undecided C=3% G=2% Disagree C=1% G=1% No Response C=2%

2. The Council believes that education experiences of <u>every</u> individual should: (1) develop occupational awareness and the dignity of work; (2) provide career information, orientation and exploration; (3) prepare for a job and further education.

   Agree C=97% G=99% Undecided C=1% G=0% Disagree C=0% G=1% No Response C=2%

3. The education system should be flexible and responsive to "individual" needs in keeping with the individual's APTITUDES, ABILITIES, INTERESTS, AND CIRCUMSTANCES.

   Agree C=97% G=97.5% Undecided C=1% G=1.5% Disagree C=0% G=1% No Response C=2%

4. G=The Education programs should meet needs of the individual as referenced in (3) and should be influenced by labor market information in order that the individual can reasonably expect employment in his/her area of preparation.

   Agree 93.5% Undecided 3.5% Disagree 3%

   C=Education planning and management should utilize valid demand data in training the supply of individuals for the job market.

   Agree 91% Undecided 4% Disagree 0% No Response 5%

5. The education system in each community should prepare both youth and adults for entry into a job, progressing in a job and/or retraining.

   Agree C=93% G=94% Undecided C=4% G=3.5% Disagree C=1% G=2.5% No Response C=2%

6. G=The Council believes that the home, school and community must work together to provide experiences that develop (1) basic or academic skills; (2) specific job skills normally developed through vocational programs; and (3) employability skills that allow (1) and (2) to be productively and meaningfully utilized in one's work.

   Agree 97.5% Undecided 2% Disagree .5%

   C=Lines of communication between education and the community should be strong, making certain that persons trained are employable.

   Agree 97% Undecided 1% Disagree 1% No Response 1%

   C=Technical-Vocational Education should be available to all students with a variety of offerings as a means of providing: job skills, employability and stimulating a readiness for learning basic education and preparation for life as a productive citizen.

   Agree 97% Undecided 1% Disagree 0% No Response 2%

7. G=Communities should cooperate through area school jurisdictions or similar mechanisms to utilize their resources to provide comprehensive offerings in technical-vocational programs in keeping with the needs of the individual and the economy.

   Agree 96% Undecided 3% Disagree 1%

   C=Communities without adequate resources should join with other communities in an area school jurisdiction in order that vocational offerings will be comprehensive and in keeping with community and job market needs.

   Agree 89% Undecided 8% Disagree 1% No Response 2%

   C=All communities within the jurisdiction should share in the financing of special facilities needed in addition to existing resources.

   Agree 81% Undecided 13% Disagree 3% No Response 3%

8. C=Communities establishing area school jurisdictions should expect matching of their financial resources from state administered funds. Federally administered funds should be used for equipment for high cost programs.

Agree 71% Undecided 23% Disagree 3% No Response 3%

G=Communities establishing programs should receive matching resources from state administered funds.

Agree 75.5% Undecided 21.5% Disagree 3%

G=Federally administered resources should be utilized for equipment for high cost programs and would be available for relocation in keeping with priority needs in the state.

Agree 70.5% Undecided 22.5% Disagree 7%

9. Discretionary funds should be provided from state administered funds for "start-up" training for economic development and expansion to provide jobs. Local resources should be used for continuing needs.

Agree C-74% G=72.5% Undecided C=19% G=22% Disagree C=4% G=5.5% No Response C=3%

C=Establishment of a state administered pool of equipment for training purposes to meet temporary needs in communities throughout the State.

Agree 74% Undecided 19% Disagree 4% No Response 3%

10. G=Performance based teacher preparation programs be strengthened and provision be made for updating of teacher competencies in their fields, with reasonable availability of program offerings.

Agree 93.5% Undecided 5% Disagree 1.5%

C=That teacher preparation programs be strengthened and provision be made for updating of teacher competencies in their fields.

Agree 95% Undecided 2% Disagree 1% No Response 2%

11. The school should be responsible for coordination with local employment agencies, employers and institutions in placing every student in a job or further education.

Agree C=52% G=61.5% Undecided C=21% G=21% Disagree C=20% G=17.5% No Response C=7%

12. The school should follow up on every student, completing or leaving the education system, for a period of five years and utilize the findings for more meaningful planning and management of education experiences.

Agree C=78% G=72% Undecided C=11% G=19.5% Disagree C=6% G=8.5% No Response C=5%

13. State Legislation should be enacted and state funds appropriated for adult education services to assist local schools in their responsibilities to the adult population within the community.

Agree C=80% G=87% Undecided C=12% G=10.5% Disagree C=4% G=2.5% No Response C=4%

14. The community should have a "task force" of educators and employers to continuously work to resolve barriers to education and employment, involving citizens in the education process in a meaningful way.

Agree C-92% G=94% Undecided C=3% G=5% Disagree C=1% G=1% No Response C=4%

15. Community employers should provide opportunities for work experience and cooperative education for students of the community.

Agree C=94% G=92.5% Undecided C=2% G=5.5% Disagree C=0% G=2% No Response C=4%

Community Conferences

1. The education programs should prepare individuals for jobs that exist in the community or the job market of the area or state.

   Agree 92% Undecided 4% Disagree 2% No Response 2%

2. Local schools should utilize the total resources of the community for training--post-secondary public and private schools, business and industry, neighboring schools, etc.

   Agree 92% Undecided 5% Disagree 1% No Response 2%

3. Local Advisory Committees are an excellent way of involving citizens in the education process in a meaningful way.

   Agree 88% Undecided 6% Disagree 1% No Response 5%

Governor's Conference

1. High school graduation requirements should be revised to provide flexibility to students to pursue preparation for a job, further education, or BOTH.

   Agree 97% Undecided 2% Disagree 1%

2. Curriculum guides in all disciplines in public schools should be revised to incorporate career education concepts at all levels.

   Agree 86.5% Undecided 10.5% Disagree 3%

High School Career Interest and Information Survey

The Texas Education Agency has funded a High School Career Interest and Information Survey conducted by the Texas State Technical Institute. The survey has involved a broad representation of students in Texas.

The information collected by the survey included Post High School Plans, Career Plans, the level of career information and other valuable information. Information was collected concerning students choices of some 200 occupational specialties.

The following table reports on a sample of 1970-71 High School graduates that gave their post high school plans while in school, and a follow-up two years later reports on any changes that occurred. Information was also collected as to the reasons of changes in plans, they were: (1) Marriage - 29.3%; (2) Financial Problems - 25.3%; (3) Could not stay in school - 12.1%; (4) Personal Problems - 11.6%; (5) Drafted 10.1%; (6) Other - 5.1%, and (7) Post High School Admission and Training Not Available, each has 2.5%.

POST HIGH SCHOOL PLANS	NUMBER	PERCENT	SAME PLAN NUMBER	SAME PLAN PERCENT	PLAN HAS CHANGED NUMBER	PLAN HAS CHANGED PERCENT
1. 4-yr. College or Univ.	330	59.9	220	66.7	110	33.3
2. Jr. College then 4-yr.	63	11.4	44	69.8	19	30.2
3. Jr. College-Tech Inst.Career	44	8.0	19	43.2	25	56.8
4. Business-Trade School	56	10.2	22	39.3	34	60.7
5. Apprenticeship Program	2	0.4	1	50.0	1	50.0
6. Military Service	13	2.3	9	69.2	4	30.8
7. Go to Work	41	7.4	37	90.2	4	9.8
8. Undecided	2	0.4	1	50.0	1	50.0
Totals	551		353	64.1	198	34.9

During 1973 the Austin Independent School District conducted a community survey of career opportunities and needs. A part of the study was a survey of 439 parents and 6,047 students that included questions on career aspirations and nearly 80% indicated that they should have at least a bachelor degree. Such aspirations are unrealistic in view of the fact that only 20% of the jobs require a bachelor or higher degree.

Part of the problem seems to be with the nature of information used by students in making career decisions. The following tabulation is taken from the High School Career Information Survey and was a survey of 1971-72 high school seniors.

INFORMATION LEVEL	FIRST CHOICE NUMBER	FIRST CHOICE PERCENT	SECOND CHOICE NUMBER	SECOND CHOICE PERCENT	THIRD CHOICE NUMBER	THIRD CHOICE PERCENT
Not much	2718	17.1	4214	27.5	4960	34.9
General	4629	29.1	4634	30.2	3929	27.7
Fairly Good	4601	29.0	3524	23.0	2916	20.5
Experience, Etc.	2501	15.7	1843	12.0	1574	11.1
Vocational Courses	1476	9.3	1113	7.3	817	5.8
Totals	15,925		15,328		14,196	

The above tabulation is significant in that it shows that only about 15 to 25% of the career choices are based upon experiences of the individual. It could be said that most career choices are made on hearsay evidence. It is not difficult to understand the tentative nature of such decisions and the fact that needless changes are expensive in human and other resources.

Texas Education Product Study

The design for this study was completed as a project of the Advisory Council in November 1971. Objectives of the study include:

- to determine the success of students in pursuing further education and relating this success to their preparation.
- to determine the success of students in employment by factors such as length of time to become employed, level of wages, level of skill, promotions in their employment, personal satisfaction, longevity of employment, mobility between jobs.
- to correlate the success of students in further education and work to their educational experience.
- to determine the extent to which students pursue further education and work based upon interests in previous education experiences.
- to determine possible effects or influences of legislation and other political and social factors that have changed (or have failed to change) vocational education offerings and their effectiveness in preparation for work.

A Request for Proposal (RFP) was issued by the Texas Education Agency, and the study was funded by the State Board of Education on February 12, 1972, and contract for the study was awarded to the Southwest Educational Development Laboratory.

The study is based upon a 5% sampling of students who graduated or left the high schools of Texas in the school years 1963-64 and 1968-69, and 89 school districts in the state cooperated in the study.

The population for the study was approximately 12,000. Over 5,000 responses were received.

The study was completed in March 1973, and presented to the State Board of Education during the April 14, 1973 meeting. The Board approved the study and directed the staff to more clearly define the role of the school counselor in the State.

The study was presented in its complete form in three volumes and a digest. The complete study has been distributed to colleges and universities, education service centers, larger school districts and others interested in the complete study. The 22-page digest has received wide distribution, with over 5,000 copies being printed. Two dissemination conferences have been held to study the implications of the findings of the study.

The study is a "bench mark" study in a follow-up of public school students and the findings should be useful to education planners and managers for years to come and the study will be the base for further meaningful studies.

Supply/Demand Information System for Texas

The need for a comprehensive Supply/Demand Information System for Texas has been an expressed concern of the Advisory Council since its earliest examination of technical-vocational education. In the 1971 and 1972 Council recommendations this need was assigned the Council's top priority.

Several groups met on this subject during 1971 and such meetings culminated in the establishment of a "Tri-Agency Task Force" in April 1972. The Task Force was activated on May 1, 1972.

The Task Force was given the following charge:

Goal: To develop the design for a supply/demand information system in the state and to determine the resources necessary for its establishment.

Objectives:

- to design a system that includes the following characteristics as being: (1) continuous; (2) systematic; (3) visible; (4) recurring and analyzing and disseminating useful and needed information for use by decision makers at all levels in the state.

- to research existing statewide supply/demand data information systems that are in existence in the United States.

- to research the available data systems in Texas.

- to identify the products to be produced through the system.

- to determine the geographic regions for compilation and reporting of supply/demand data information.

The initial design study was completed in late 1972. Further design and development activities continue with staff in the Governor's Office of Information Services, Texas Education Agency and Texas Employment Commission working on various aspects of the system.

The critical need for a statewide supply/demand information system emerges in every situation concerned with planning and management of human resources. In the statewide activities to develop a state manpower policy, the supply/demand information system surfaced. The same need has been identified by the Coordinating Board, Texas College and University System, as consideration is given the establishment of programs in institutions.

A third party evaluation is being planned for 1973-74 to determine the appropriateness and effectiveness of the design and development of the system to this point. This evaluation should be very helpful in the meaningful development of this system.

Texas Industrial Start-Up Training Program

The Advisory Council has continuously pointed out the need for industrial start-up training programs in the state to the economic development of the state. The preparation of people for work has little meaning unless there are challenging and rewarding jobs available to them.

The concept has not been accepted and funded by the 62nd and 63rd Legislatures, even though there are strong advocates in the Legislative Body for the concept.

The need has been recognized by the Texas Industrial Commission, the Texas Education Agency, the Texas Employment Commission and other agencies and educational institutions in the State. Substantial progress has been made in identifying resources that can be utilized within certain limitations to support the needs of new and expanding industrial development within the state. However, it is obvious that if Texas is to be in a competitive position with other states, then the ability to respond must be much more positive and flexible.

In an effort to positively identify the needs and resources in this area of concern, the State Board of Education on July 8, 1972, authorized the Texas Education Agency to contract with Harper, Cotton, and Little, Inc., for the study. An interim report was submitted to the State Board of Education on January 13, 1973 and a final report is due December 31, 1973.

The interim report gave the following information with regard to employment in the field of manufacturing:

	1971	1972	1973	1974	1975
Manufacturing Employment	760,000	798,000	837,900	896,553	968,277
Total Increase		38,000	39,900	58,653	71,724

The above represents a present growth rate of 5% each year and the rate should increase to 7% in 1974 and 8% in 1975. It is anticipated that 50% of the total increase in manufacturing employment will qualify for industrial Start-Up Training. Therefore, the program would need to provide training for 29,327 jobs for 1974 and 35,862 jobs for 1975. (It is anticipated that only 50% of the employees in any industry would be involved in industrial start-up training.)

It was estimated that direct costs per trainee would average $175. It is estimated that training costs would be recovered in state and local tax revenues in approximately two years. However, the federal tax revenues would exceed the training costs the first year.

The total costs estimated to initiate and support the program for the first two years of operation were $6,000,000. This figure would appear to be a rather modest investment in the economic development of the state and the economic well being of thousands of citizens each year.

Apprenticeship Training Study

The Advisory Council for Technical-Vocational Education in Texas is charged in state statute with the following responsibility in Texas Education Code, 31.33(14). "Recommend and evaluate a statewide plan for the developments of a comprehensive program of apprenticeship training."

In 1972 the Council supported a statewide "Apprenticeship Related Instruction Cost Study." The study involved active participation of the following groups in the study:
- Texas Education Agency, Department of Occupational Education and Technology
- Apprenticeship and Training Association of Texas
- U. S. Department of Labor, Bureau of Apprenticeship and Training
- Texas A&M University, Engineering Extension Service

There are approximately 10,000 apprentices in formal programs in the State, and slightly over 50% of these are enrolled in formal related instruction programs. The Council recognizes apprenticeship as being one of the most effective methods of training when programs are well organized and administered with a proper balance of on-the-job training and related instruction.

1. Some conclusions drawn from the above referenced study include:
   a. That approximately 88% of related instruction funds are provided by joint apprenticeship training committees and other private funds.
   b. That of the 12% of related instruction funds provided by public funds, most of these funds are used in five major communities of the state.
   c. There is inconsistency in formula rates of reimbursement of instructional expenses between secondary and post-secondary programs.
   d. Many public school personnel are not familiar with apprenticeship programs and the opportunities they provide for students.
   e. There are many industries in which apprenticeable training could be conducted, but programs are not being developed.

2. In response to the findings of the above referenced study and the evident need for expansion of apprenticeship training the Council took the following actions:
   a. Established an Apprenticeship Committee within the Council.
   b. Recommended that the State Board of Education appoint a statewide Apprenticeship Advisory Committee to bring into being the broad expertise in apprenticeship to further develop the potential of such training in the State.
   c. The Council supports the expansion of the staff of the Texas Engineering Extension Service in the area of apprenticeship for development and coordination of activities in keeping with the findings of the Advisory Committee on Apprenticeship.
   d. The Council supports the appropriation on a formula basis of state funds to support apprenticeship training in the state.

During the February 10, 1973 meeting of the State Board of Education, the Apprenticeship Related Instruction Cost Study was accepted and authority was granted for the appointment of the Statewide Apprenticeship Advisory Committee which was appointed during the March 10, 1973 meeting. The Committee held its first meeting on March 16, 1973, and continues to meet periodically to address itself to the needs in the important field of apprenticeship training.

Progress has been made in equalizing the rates of reimbursement for related instruction in post-secondary institutions and public schools.

Review of Research and Development Activities In Technical-Vocational Education

The Advisory Council has made a compilation of research, pilot projects, exemplary programs, developmental and demonstration activities from fiscal year 1967 through 1974 to determine the general emphasis that has been given these activities. Information and data provided by the Division of Occupational Research and Development, Department of Occupational Education and Technology, Texas Education Agency.

The two tables that follow display the preliminary findings of this study. There will be some inconsistency in the data presented because the review/study used completed records in some instances, while in others only preliminary records were available because of the status of the project or activity.

Table "B" simply displays the source of allocations on research and demonstration activities in the state during the period 1967-74. Explanation is given on the table concerning the purpose of the various federal resources.

Table "A" has consolidated allocations for the period 1967 through 1974 into four areas with a breakout by type of institutions responsible for the activities.

It was found that 28.0% of the funds were allocated in the area of instruction; 46.5% for activities in Career Education; 13.5% for teacher education and 12.4% for evaluation and follow-up. The types of institutions receiving the funds in rank order were: (1) Public Schools; (2) Post-Secondary Institutions; (3) Education Service Centers; (4) Senior Colleges; (5) Private Institutions and (6) Texas Education Agency.

Positive conclusions were not drawn at this point as to the relationship of studies to the priority educational activities in the state. Substantial overlapping and duplication was apparent both within the state and out of state activities. There is urgent need for more positive activities on dissemination of research/demonstration results and follow-up on these activities to most effectively utilize the findings.

TABLE A MAJOR RESEARCH/PROJECTS ALLOCATIONS FISCAL 1967 THROUGH FISCAL 1974

AREA	TOTAL		ESC	PUBLIC SCHOOLS	POST-SECONDARY	SENIOR COLLEGES	TEA	PRIVATE	TOTAL
INSTRUCTION	Federal	3,820,114	97,221	8,373	2,946,720	242,079	408,786	116,935	3,968,150
	Local	148,036	2,240	930	91,273	53,593			
CAREER EDUCATION	Federal	6,567,066	950,913	4,951,566	148,661	37,667	4,080	474,179	6,585,397
	Local	18,331	2,242	10,395	4,199	1,245			
TEACHER EDUCATION	Federal	1,856,301	959,042	33,872	118,801	712,586	32,000		1,908,027
	Local	51,726	21,307	3,763	11,925	14,713			
EVALUATION-FOLLOW-UP	Federal	1,566,637	105,943	297,902	363,968	514,191	176,759	107,874	1,704,639
	Local	138,002	6,121	18,891	40,472	72,518			
TOTAL FEDERAL/ LOCAL		14,166,213	2,145,279	5,325,692	3,726,019	1,648,610	621,625	698,988	14,166,213

TABLE B

RESEARCH, EXEMPLARY AND PILOT--DEMONSTRATION PROJECTS--IN OCCUPATIONAL EDUCATION AND OTHER COMPONENTS OF CAREER EDUCATION

ALLOCATIONS

FEDERAL/ STATE/LOCAL	TOTAL FUNDS	FY 1967	FY 1968	FY 1969	FY 1970	FY 1971	FY 1972	FY 1973	FY 1974
FEDERAL									
4-A	$283,716	$15,147	$210,997	$57,572					
Part B	1,689,872			22,730	$438,277	$371,589	$180,891	$676,385	
Part C	6,010,213		1,461,800			314,482	2,415,070	1,810,120	$8,741
Part D	3,122,318			19,025	87,150	528,193	11,924	913,026	1,563,000
Part F	1,234,695				42,418	479,035	377,379	210,009	125,854
Part I	392,786					150,000		242,786	
ESEA, Title III	832,866							832,866	
TOTAL FEDERAL FUNDS	13,566,466	15,147	1,672,797	99,327	567,845	1,843,299	2,985,264	4,685,192	1,697,595
STATE	176,759						149,569	27,190	
LOCAL	350,977	13,187	61,391	27,422		32,043	163,001	53,933	
TOTAL FEDERAL/ STATE/LOCAL FUNDS	14,094,202	28,334	1,734,188	126,749	567,845	1,875,342	3,297,834	4,766,315	1,697,595

Federal Funding 4-a(6), Vocational Education Act of 1963, PL 88-210, federal funds allotted states for vocational ancillary services and other activities.

Part B, (122-a(8),Part B), 1968 Vocational Education Amentments, PL 90-576, allocation in Federal funds for ancillary services and activities.

Part C, 1968 Vocational Education Amendments, PL 90-576, allocation in Federal funds for projects in research and training, experimental and development, to meet the special vocational needs of youth.

Part D, 1968 Vocational Education Amendments, PL 90-576, allocation in Federal funds for exemplary programs and projects.

Part F, 1968 Vocational Education Amendments, PL 90-576, allocation in Federal funds for consumer and homemaking education.

Part I, 1968 Vocational Education Amendments, PL 90-576, allocation in Federal funds for activities in vocational education curriculum development.

Elementary and Secondary Education Act (ESEA) Title III, 1965, PL 89-10, and most recent 1970 ESEA Title III, PL 91-230 Amendments provide Federal funds for planning and improvement of american education system through innovative programs.

Other Studies

The Council is interested in several studies being considered by the Texas Education Agency and other groups that have a relationship to the responsibilities and interests of the Council. The following also include studies and projects completed and/or planned by the Council:

Projects Completed:

1. Occupational Handbook - "Up Close and Personal" was completed and is being distributed to Guidance Personnel in the State of Texas and other individuals and groups interested in guidance services. The handbook addresses itself to the career development aspects of education and the various influences upon the decisions of individuals in this rather complex process. A labor market supply/demand analysis is made of the professional educator classification.

2. Availability of Vocational Education Study by the Council was reported in the Third Annual Report, page 32. Another aspect of availability study is being distributed in the form of maps of Texas that are shaded by counties indicating the percentage of secondary students (grades 7-12) that are enrolled in vocational education programs. Maps have also been developed for each of the occupational area enrollments. This information should be very helpful to planners and managers of education at all levels.

3. School Administrator Seminars were conducted throughout the state during September and October 1972. The ten seminars were attended by administrators, boards of education members, business and industry representatives and others. Seminar program personalities included state and local leadership in education, economics, industry and other areas of interest. Evaluations submitted by participants indicated the seminars were very beneficial to them in their policy making and administration in education at all levels. A summary report on the seminars is being prepared.

The following studies and surveys are in the planning and/or development stage:

1. Employer based Texas Education Product Study is a logical next step to the Texas Education Product Study reported on page 26 of this report. This study would secure the evaluation of employers of the products of the public education system and the usefulness of their educational experiences.

2. Personnel Development Studies are being developed by the Texas Education Agency, Education Institutions of the state and others, in a variety of concerns. Of particular concern to the Council is the dichotomy of credentialing of secondary and post-secondary technical-vocational teachers. (Reference - Recommendation VII(6), Third Annual Report.)

3. Study/Review of Child Labor Laws, Texas Compensation Insurance Laws and similar statutes and their effect upon opportunities of students for cooperative part-time training stations.

4. Examination of barriers in education and employment for Adults and Out of School Youth. It is believed that many reported barriers could be resolved by identification, examination and communication by involved parties. (Reference: Recommendation VI(3), Third Annual Report)

5. Review of the progress in implementation of State Board of Education policies in the preparation of Guidance Services Personnel in the State.

6. Survey of present practices and problems in post-secondary institutions with regard to placement and follow-up practices of technical-vocational students.

7. Survey of Selected School Districts to assess the extent of redirection of vocational programs to maximize the vocational training opportunities to students. The initial study will concentrate on schools that offer only vocational agriculture and vocational homemaking programs.

8. Developmental Study of a feasible design for supplementary delivery systems for education services, with a concentration of technical-vocational and manpower education. This study will involve the interfacing of community and area resources and the maximum utilization of resources, study concerns of the Third Annual Report. of the Council.

Tables, Charts and Accompanying Rationale

"Where are we?" "Where are we heading?" - these are frequent questions as we examine information. This section will attempt to answer these questions by presenting data and information in tabular and graphic form. Efforts have been made in several presentationsto give two or more points in time to establish trends.

TABLE I - page 36 of this report, is a bench mark table that provides an analysis of concentration, or lack thereof, of population and the implications for education planners in the state. Previous edition of this table shows 344 school districts with 300 or more H.S. ADA as compared with 358 in current table. Larger districts now represent 89.1% of student population as compared with 88.6% two years ago.

TABLE II - page 37 of this report gives a 10-year review of the development of public school occupational programs by occupational areas. The three school years chosen are significant in that 1962-63 precedes the passage of the Vocational Education Act of 1963 and 1967-68 precedes the passage of the Vocational Education Amendments of 1968. The influence of this legislation and substantial state legislation is most significant. The table reveals not only growth within occupational areas, but increases from four to thirteen occupational area entries in 10 years. These developments indicate availability and comprehensiveness of offerings. Display of data on this chart can be misleading in that enrollments shown may be for one, two or three hour classes and laboratories. A more descriptive method would be to convert enrollments to student contact hours and to include many activities now carried out by vocational teachers that are not reflected in enrollments.

CHART I - page 38 of this report is a graphic display of vocational unit growth by occupational areas by years. Similar information is contained in periodic form in Table II. Estimates for 1973-74 were as of September 1, 1973 and will be adjusted as local schools make adjustments with the beginning of school. Growth in vocational homemaking units since 1966-67 is attributed principally to metropolitan schools, as they have received 83% of such allocations.

Chart II, page 39 of this report is a graphic display of the relationship of vocational enrollments to total high school enrollments. The increase in percentage relationship of vocational to total enrollments since 1965 is due in part to a lesser rate of increase in high school enrollments and a greater rate of increase of vocational enrollments.

CHART III, page 40 of this report, does not adequately portray the interesting, exciting happenings in post-secondary education in the state, but perhaps some supplemental information can help.

- the funding levels for post-secondary technical-vocational education programs in the state's over 50 community colleges and technical institutes has increased from $7 million in 1969 to $11.3 for 1971, to $21.1 for 1973, to $41.2 for 1975.

- the comprehensiveness of program offerings is demonstrated in the fact that in 1966 a total of 127 occupational programs were offered in 46 occupational areas; this is compared to 711 programs in 1972-73 and 872 programs in 1973-74 in over 100 occupational areas. The comprehensiveness and scope of a variety of community services has increased substantially in the last few years.

TABLE III, page 41 of this report, is a summary of program enrollments from 1966-73 for programs administered by the Division of Adult and Continuing Education.

In addition to programs cited in Table III, the Divisions of Public School Occupational Programs and Post Secondary Programs are responsible for adult vocational education programs offered in connection with regular programs in the Occupational Areas of: Agriculture, Homemaking, Distribution, Health, Office, Trades and Industry and Technical Education.

Total enrollments in adult vocational programs administered by these two divisions increased from 238,656 in 1971 to 265,484 in 1972. Figures for 1973 are not yet available. Of this total for 1971-72, 22,785 adults were enrolled in "preparatory" programs, 236,226 in "supplemental" programs, and 6,473 in "apprenticeship" programs. The percentage of adults served through preparatory, supplemental and apprenticeship programs within the Occupational Areas during 1971-72 were:

Agriculture	34.3%
Homemaking	41.3%
Distribution	8.0%
Health	1.6%
Office	5.4%
Trades & Industry & Technical	9.4%

TABLE IV, page 42 of this report, is an attempt to provide information on the sources of training that provides persons ready for the job market. Every attempt has been made to verify this data in the absence of a Supply/Demand Information System that should provide this and other data. There will no doubt be some duplications and other inconsistencies, but this appears to be the best estimate from sources listed. The data represents those persons who have completed training and are ready for employment. Not included are those who enter the military, continue their education or are for other reasons, not available for employment.

TABLES V-A and V-B, pages 43-44 of this report, summarize the placement of secondary and post-secondary vocational preparatory program completions.

TABLE V-C, page 45 of this report, is a summary of the placement of adult vocational preparatory program completions. This data pertains to adult programs administered by the Divisions of Public School Occupational Programs and Post Secondary Programs. Completion data related to "supplemental" adult programs administered by these two divisions, is not included. The distinction between "preparatory" and "supplemental" can be clarified with the following analogies:

- Participants in "preparatory" programs are normally not employed and are developing skills that will enable them to obtain "initial" entry level employment.

- Participants in "supplemental" programs are normally employed and are adding to or upgrading skills previously developed which will enhance their mobility within their present job or a future job.

TABLE VI, page 46 of this report is an attempt to give some perspective of the levels of funding of the various educational activities in the state. In addition to the notes on the Table, the following explanations should be made:

- Funding reported for Senior Colleges, Universities and Junior Colleges does not include tuition, building use fees and other institutional income of similar nature.
- The fall headcount is usually the largest of the fall, spring and summer enrollment periods.
- Appropriations for junior colleges does include funds appropriated to Texas State Technical Institute for Occupational Programs.
- Federally Allocated Funds of Secondary Vocational Programs will include funds spent for state administration, teacher education, special target groups, teacher travel, etc.
- Local funds for vocational programs are not included. These include capital outlay for buildings, equipment, supplies, materials, local supplement of teacher salaries and local fund assignment part of the bonus foundation allocation of vocational units.

TABLE I

AN ANALYSIS OF PUBLIC SCHOOL DISTRICTS BY SIZE AS DETERMINED BY HIGH SCHOOL ADA

GROUP SIZE OF ISD'S	NO. DISTS	% OF TOTAL NO. DIST.	TOTAL HS ADA	% OF TOTAL HS ADA
20,000 or more	3	.32	110,091	16.3
15,000 thru 19,999	2	.21	34,198	5.0
10,000 thru 14,999	3	.32	37,597	5.2
5,000 thru 9,999	15	1.61	102,199	15.0
2,500 thru 4,999	24	2.58	88,088	12.9
1,000 thru 2,499	67	7.19	102,808	15.1
900 thru 999	20	2.15	18,981	2.8
800 thru 899	16	1.72	13,490	2.0
700 thru 799	25	2.68	18,785	2.8
600 thru 699	23	2.47	14,627	2.1
500 thru 599	34	3.65	18,495	2.1
400 thru 499	51	5.47	22,888	3.4
300 thru 399	75	8.05	25,713	3.8
SUB TOTAL 300 thru 20,000	358	38.42	607,960	89.1
200 thru 299	112	12.02	27,446	4.0
100 thru 199	219	23.50	32,305	4.7
50 thru 99	156	16.73	11,566	1.7
Under 50	87	9.33	3,309	.5
SUB TOTAL 299 and less	574	61.58	74,625	10.9
TOTAL	932(1)	100.00	682,585	100.0

(Tabulation made from 1972-73 Vocational Education Unit List, TEA, Utilizing 1971-72 HS Average Daily Attendance data in unit list)

(1) 932 Public School Districts having Vocational Education out of 1156 Public School Districts in the State.

TABLE II

PERIODIC DATA ON VOCATIONAL EDUCATION PROGRAMS AT SECONDARY LEVEL, 1962-73

() indicates duplicated count with grand totals included in program totals.

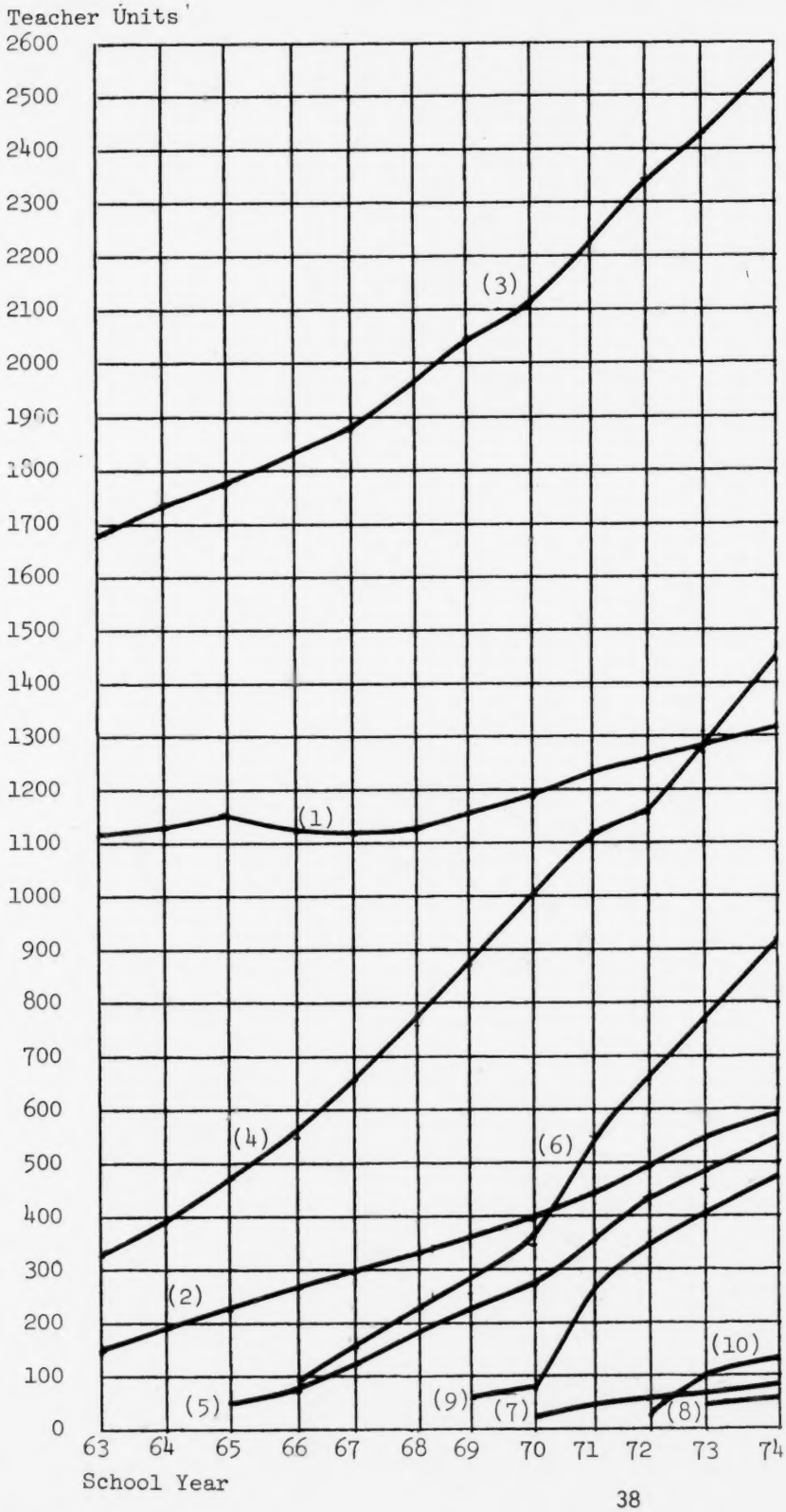
*Areas offering CVAE, Agriculture, Homemaking, Industrial, and Office.

**1 hour units - equal to approximately 30 - 5 hour units

OCCUPATIONAL AREA	1962-63 School Year				1967-68 School Year				1972-73 School Year			
	NO. SCHOOL DISTS.	NO. TEACH. UNITS	TOTAL ENROLL-MENTS	AVG. ENROLL-MENT PER UNIT	NO. SCHOOL DISTS.	NO. TEACH. UNITS	TOTAL ENROLL-MENTS	AVG. ENROLL-MENT PER UNIT	NO. SCHOOL DISTS.	NO. TEACH. UNITS	TOTAL ENROLL-MENTS	AVG. ENROLL-MENTS PER UNIT
AGRICULTURE	873	1,135	46,603	41	866	1,122	49,632	44	844	1,275	54,777	43
AGRICULTURE COOP/PL						(142)	(1,190)	(9)	(303)	(483)	(5,544)	(12)
DISTRIBUTION	120	161	5,764	23	196	301	10,511	35	314	552	19,484	35
HEALTH		1				9	194	22	42	69	1,914	28
HOMEMAKING	937	1,618	102,294	62	941	1,948	141,459	72	915	2,455	182,657	74
HOMEMAKING COOP/PL						(26)	(537)	(21)	(189)	(299)	(6,647)	(22)
INDUSTRIAL	123	283	12,223	43	213	742	22,663	31	324	1,393	37,374	27
CVAE*					59	190	7,367	39	237	774	22,681	29
OFFICE					121	163	5,694	35	211	447	14,268	32
TECHNICAL		5	214	43		37	1,578	43	43	67	2,289	34
ANCILLARY										403		
VOC.EDU. OF HANDICAPPED									79	206	5,054	25
OCC. ORIENT.									28	79	12,065	**153
TOTAL	965	3,203	167,209	51	966	4,512	239,098	53	935	7,720	352,563	46
HS ENRL. 9-12			553,668				707,900				823,900	

CHART I

ALLOCATION OF VOCATIONAL TEACHER UNITS BY OCCUPATIONAL AREAS 1962-63 THRU 1973-74*



HIGH SCHOOL PROGRAMS

(1) Agriculture Education

(2) Distributive Education

(3) Homemaking Education

(4) Vocational Industrial Education

(5) Office Education

(6) Coordinated Vocational-Academic Education

(7) Health Occupations**

(8) Handicapped

(9) Ancillary Units (Counselors, Supervisors, Administrators)

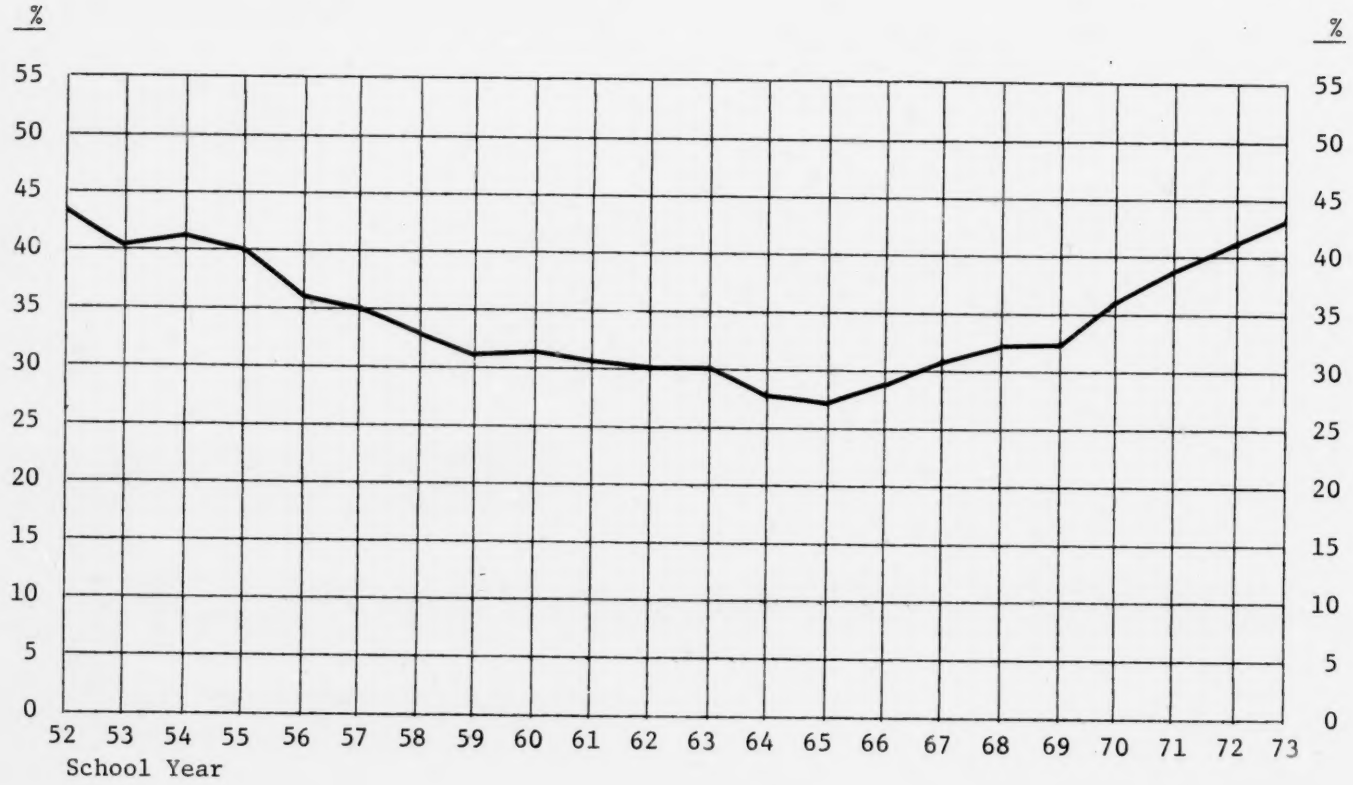
(10) Occupational Orientation

* Indicates Preliminary data for 1973-74

** Prior to 1969-70, units reported in Vocational Industrial total.

CHART II

VOCATIONAL EDUCATION ENROLLMENTS AS A PERCENTAGE OF HIGH SCHOOL (9-12) ENROLLMENTS (1951-52 Thru 1972-73)



(Year indicates School Year Ending)

CHART III

AN ANALYSIS OF THE DEVELOPMENT OF POST-SECONDARY TECHNICAL-VOCATIONAL PROGRAMS
1966 THROUGH 1973

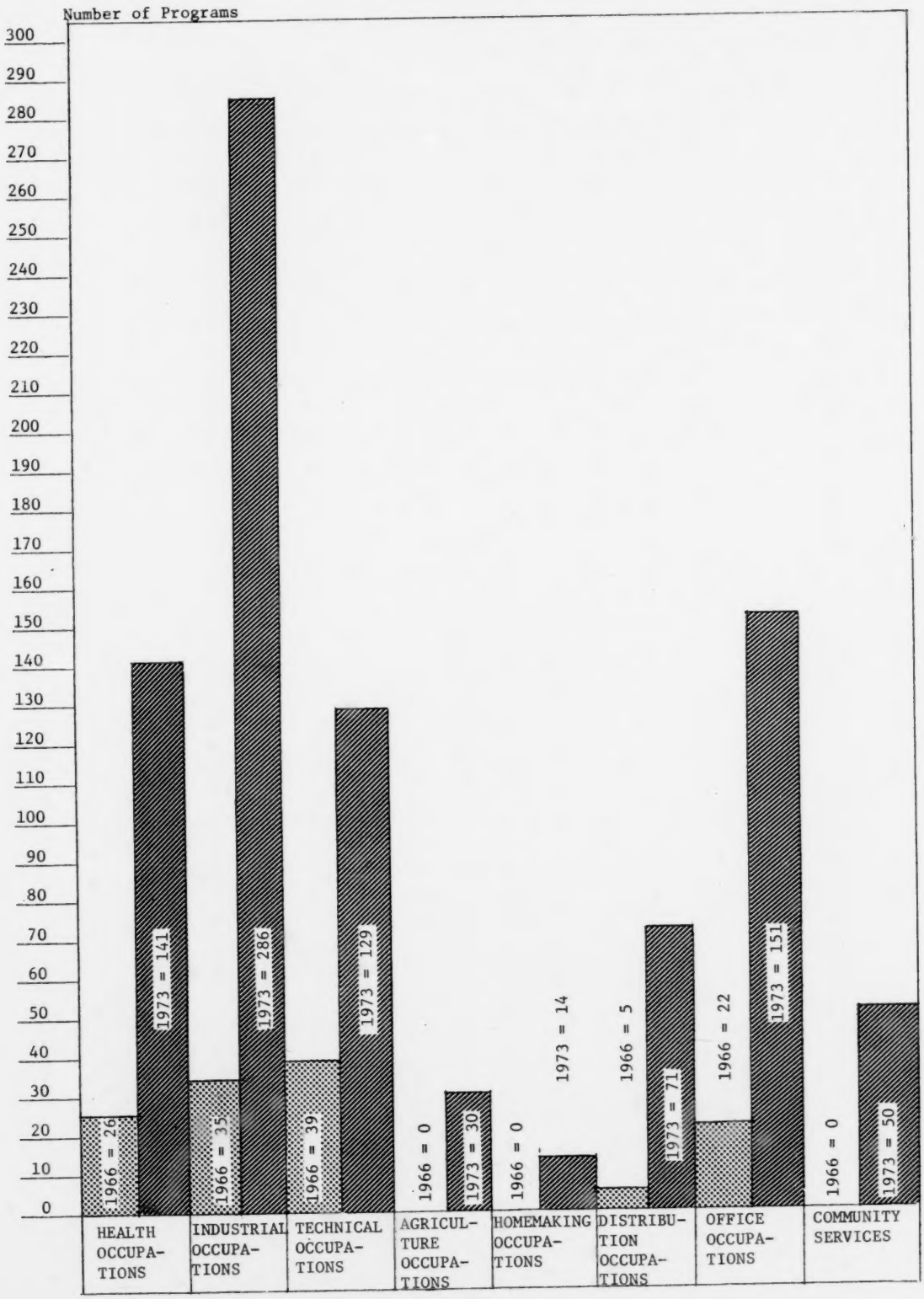


TABLE III
SUMMARY OF ADULT AND CONTINUING EDUCATION PROGRAM IN THE STATE OF TEXAS

Name of Program and What it Does	Student Enrollment By Fiscal Year								
	1966	1967	1968	1969	1970	1971	1972	1973	TOTAL
Adult Basic Education (ABE): Provides educational opportunities to those adults 16 years of age or older with less than a high school education. The course of instruction includes reading, writing, and arithmetic as well as citizenship, social studies, consumer education, and preparation for the General Education Development (GED) Test.	57,137	31,673	44,772	46,171	53,111	57,439	82,651	70,000	442,954
Civil Defense Education (CDE): Provides adults and high school students with the training to handle both man-made and natural disasters through a program of personal and family survival.	19,368	23,858	23,982	25,802	30,000	45,000	70,080	100,000	338,090
Manpower Development and Training (MDT): Provides occupational training and/or basic education needed by the unemployed or underemployed adults to enable them to obtain jobs in skill occupations; also provides refresher of additional training needed to upgrade the underemployed into higher paying positions: training is offered only in skills identified by the Texas Employment Commission as "shortage occupational."	6,411	7,312	12,723	10,500	10,612	19,047	18,986	17,650	103,241
Veterans Education (VE): Provides a wide scope of educational training to veterans who have served on active duty in the Armed Forces since the end of the Korean War. Training is available in institutional courses, including college, vocational, and business schools, as well as apprenticeship and other programs of on-the-job training.	-	21,237	25,952	36,090	45,000	50,904	63,480	72,839	315,502
Work Incentive (WIN): Provides basic education, skilled training, and instructional preparation for GED for eligible welfare recipients. (Many industries in Texas now recognize the GED certificate awarded to persons who pass the test as the equivalent of a high school diploma.)	300	325	350	400	1,086	2,082	2,043	2,106	8,692
GRAND TOTALS	83,216	84,405	107,779	118,963	139,809	174,472	237,240	262,595	1,208,479

TABLE IV

PERSONS TRAINED AND AVAILABLE FOR EMPLOYMENT, BY SOURCES, 1969, & 1971-73

Training Source	1969	1971	1972	1973
Public Secondary Vocational Education	16,993	23,154	27,855	35,764*
Public Post-Secondary Institutions	4,618	9,355	19,549	29,338*
Vocational Rehabilitation Commission	10,253	16,956	21,907	25,868
Job Corps in Texas	3,432	3,428	4,038	4,292
Manpower Development Training Programs	8,231	8,270	10,142	11,811
On the Job Training (Including NABS-JOBS)	17,880	10,650	8,203	4,925
State Apprenticeship Training	8,710	9,530	9,230	9,200
Private Vocational & Business Schools	10,407	11,961	14,113	16,653*
State Board of Examiners	11,282	16,169	25,919	38,613
Project Transition			2,324	5,644
TOTALS.....	91,806	109,473	143,280	182,108

* Estimates

The above data does not include the very important contribution made by employers through on-the-job training,company training and education programs and re-education programs. It has been estimated bv the U.S. Chamber of Commerce that business and industry spend $15 billion annually in the above education activities.

The Department of Defense has extensive technical school facilities in Texas. Even though the supply does not accrue directly to the Texas job market, the training does take place in the state. (For example - as a part of the Department of Defense activities in Texas, the Air Training Command during FY 1970, taught or was responsible for conducting 2,307 technical training courses in 39 occupational areas in course lengths up to 78 weeks. During the year, there were close to 300,000 graduates from these courses. The cost of operating Lackland and Sheppard Air Force Bases and conducting this training in the State of Texas was approximately $284,000,000.00).

The Texas Employment Commission reported a total Texas Civilian Labor Force in December 1969 of 4,643,100 June 1970 - 4,800,000 June 1971 - 4,869,400 June 1972 - 5,044,600 and June 1973 - 5,188,200.

The employment of professional personnel in Texas Public Schools, grades K-12, in 1968-69 was 128,387 while in 1972-73 the number was estimated to be 145,242. It is estimated that 146,755 professional personnel will be employed during the 1973-74 school year.

TABLE V-A
PLACEMENT OF PROGRAM COMPLETIONS IN SECONDARY VOCATIONAL EDUCATION PROGRAMS

Vocational Programs By Occupational Areas and Years	Completions	Number Not Available for Employment	%*	Number Continuing** Education At Higher Level	%*	Number Available*** for Employment	%*	Number Employed Full-time In Field Trained or Related Field	%*	Number Known to be Un-Employed	Status Unknown
AGRICULTURE	(1)	(2)		(3)		(4)		(5)		(6)	(7)
1968-69	8,988	5,378	59.8	4,241	47.2	3,330	37.0	3,042	33.8	142	280
1969-70	9,368	5,067	54.1	4,201	44.8	3,954	42.2	2,519	26.9	275	347
1970-71	9,069	5,331	58.8	4,480	49.4	4,081	45.0	2,863	31.6	191	393
1971-72	10,264	4,899	47.7	4,000	39.0	5,463	53.2	3,968	38.7	158	276
1972-73											
DISTRIBUTION											
1968-69	6,845	2,116	30.9	1,351	19.7	4,491	65.6	4,285	62.6	53	238
1969-70	8,772	3,984	45.4	1,105	12.6	4,394	50.1	3,368	38.4	193	394
1970-71	7,626	3,022	39.6	2,81.	36.9	4,342	56.9	3,862	50.6	394	676
1971-72	9,757	3,514	36.0	2,427	35.9	6,042	61.9	4,709	48.3	242	501
1972-73											
OFFICE											
1968-69	5,975	2,591	43.4	1,993	33.4	3,211	53.7	2,723	45.6	182	173
1969-70	9,307	4,361	46.9	3,697	39.7	4,729	50.8	4,018	43.2	502	217
1970-71	9,131	4,511	49.4	3,469	38.0	4,680	51.3	3,681	40.3	687	191
1971-72	8,887	3,550	39.9	2,651	29.8	5,129	57.7	3,629	40.8	494	276
1972-73											
HOMEMAKING (GAINFUL)											
1968-69	581	258	44.4	173	29.8	273	47.8	237	40.8	28	45
1969-70	1,302	557	42.8	345	26.5	684	52.5	387	29.7	99	61
1970-71	2,011	1,023	50.9	706	35.1	948	47.1	625	31.1	71	184
1971-72	2,759	1,222	44.3	823	29.8	1,428	51.8	859	31.1	189	190
1972-73											
HEALTH											
1968-69	1,043	484	46.4	363	34.8	526	50.4	488	46.8	22	33
1969-70	1,569	736	46.9	521	33.2	810	51.6	561	35.8	70	23
1970-71	1,467	373	25.4	252	17.2	1,071	72.9	757	51.6	22	73
1971-72	1,570	777	49.4	623	39.7	784	49.9	597	38.0	39	53
1972-73											
INDUSTRIAL & TECH.											
1968-69	9,977	4,461	44.7	2,697	27.0	5,157	51.7	4,814	48.3	189	359
1969-70	8,686	3,802	43.8	2,400	27.6	4,626	53.3	2,957	34.0	407	258
1970-71	10,671	1,952	18.3	868	8.1	8,030	75.3	6,684	62.6	82	994
1971-72	14,858	5,369	36.1	3,111	20.9	8,979	60.4	5,962	40.1	565	973
1972-73											
TOTALS (1968-72)	160,483	69,338	43.2	49,314	30.7	87,167	54.3	67,595	42.1	5,296	7,028.

* Represents percentage of Column 1.

** Represents but a portion of those not available for employment. The difference in figures between Columns 2 & 3 is attributed to marriages, deaths, military enlistments, etc.

*** Columns 4 & 5 also include those who left programs prior to completion with marketable skills.

NOTE: CVAE and Handicapped figures incorporated into each program area.

1972-73 figures not available. Data supplied by Texas Education Agency, Division of Occupational Research and Development.

TABLE V-B
PLACEMENT OF PROGRAM COMPLETIONS IN POST-SECONDARY VOCATIONAL EDUCATION PROGRAMS

Vocational Programs By Occupational Areas and Years	Completions	Number Not Available for Employment	%*	Number Continuing** Education At Higher Level	%*	Number Available*** for Employment	%*	Number Employed Full-time In Field Trained or Related Field	%*	Number Known to be Un-Employed	Status Unknown
AGRICULTURE	(1)	(2)		(3)		(4)		(5)		(6)	(7)
1968-69	90	43	47.8	35	38.9	14	15.6	14	15.6	0	33
1969-70	55	12	21.8	8	14.5	33	60.0	26	47.3	5	10
1970-71	165	48	29.1	35	21.2	145	87.9	130	78.8	6	30
1971-72	353	83	23.5	69	19.5	277	78.5	259	73.4	4	38
1972-73											
DISTRIBUTION											
1968-69	43	15	34.9	11	25.6	28	65.1	28	65.1	0	0
1969-70	402	92	22.9	53	13.2	242	60.2	193	48.0	49	68
1970-71	383	29	7.5	28	7.3	422	110.2	346	90.3	18	164
1971-72	980	95	9.6	82	8.4	791	80.7	678	69.2	2	187
1972-73											
OFFICE											
1968-69	926	182	19.6	115	12.4	674	72.9	661	71.4	1	70
1969-70	1,119	274	24.5	213	19.0	650	58.1	495	44.2	123	195
1970-71	2,004	580	28.9	446	22.3	2,601	129.8	2,139	106.7	135	798
1971-72	6,099	812	13.3	480	7.9	5,344	87.6	4,376	71.8	172	689
1972-73											
HOMEMAKING (GAINFUL)											
1968-69	42	17	40.4	16	38.1	9	21.4	9	21.4	0	16
1969-70	112	31	27.6	22	19.6	54	48.2	43	38.4	11	27
1970-71	52	8	15.4	8	15.4	53	101.9	53	101.4	0	5
1971-72	172	11	6.4	10	5.8	161	93.6	101	58.7	10	15
1972-73											
HEALTH											
1968-69	2,199	136	6.4	92	4.2	1,989	90.5	1,953	88.8	14	74
1969-70	1,074	184	17.1	102	9.5	725	67.5	692	64.4	33	165
1970-71	2,093	261	12.5	164	7.8	1,829	87.4	1,677	80.1	79	275
1971-72	6,283	744	11.8	480	7.6	5,120	81.5	4,542	72.3	141	904
1972-73											
INDUSTRIAL & TECH.											
1968-69	3,503	1,078	30.8	800	22.8	1,904	54.4	1,868	53.3	16	521
1969-70	1,224	289	23.6	250	20.4	689	56.3	542	44.3	111	246
1970-71	3,348	672	20.1	602	18.0	4,305	128.6	3,710	110.8	200	1,072
1971-72	9,505	1,692	17.8	831	8.7	7,856	82.7	6,981	73.4	110	1,304
1972-73											
TOTALS (1968-72)	42,226	7,388	17.5	4,952	11.7	38,915	92.2	31,516	74.6	1,240	6,906

* Represents percentage of Column 1.
** Represents but a portion of those not available for employment. The difference in figures between Columns 2 & 3 is attributed to marriages, deaths, military enlistments, etc.
*** Columns 4 & 5 also include those who left programs prior to completion with marketable skills.

1972-73 figures not available. Data supplied by Texas Education Agency, Division of Occupational Research and Development.

TABLE V-C
PLACEMENT OF PROGRAM COMPLETIONS IN ADULT VOCATIONAL EDUCATION PROGRAMS

Vocational Programs By Occupational Areas and Years	Completions	Number Not Available for Employment	%*	Number Continuing** Education At Higher Level	%*	Number Available*** for Employment	%*	Number Employed Full-time In Field Trained or Related Field	%*	Number Known to be Un-Employed	Status Unknown
AGRICULTURE	(1)	(2)		(3)		(4)		(5)		(6)	(7)
1970-71	0	0	00.0	0	00.0	0	00.0	0	00.0	0	0
1971-72	309	0	00.0	0	00.0	302	97.7	300	97.1	0	15
1972-73											
DISTRIBUTION											
1970-71	4,029	35	.9	6	.2	3,782	93.9	3,568	88.6	27	228
1971-72	6,592	932	14.1	750	11.4	2,925	44.3	1,626	24.5	340	2,785
1972-73											
OFFICE											
1970-71	220	44	20.0	44	20.0	160	72.7	108	49.1	24	41
1971-72	6,309	251	3.9	15	.2	5,625	89.2	4,457	70.6	571	561
1972-73											
HOMEMAKING (GAINFUL)											
1970-71	61	18	29.5	7	11.5	65	106.6	44	72.1	21	2
1971-72	46	13	28.3	0	00.0	24	52.2	10	21.7	1	9
1972-73											
HEALTH											
1970-71	2,121	257	12.1	170	8.0	1,792	84.5	1,448	68.2	181	237
1971-72	2,268	51	2.2	35	1.5	2,091	92.2	1,837	81.0	63	166
1972-73											
INDUSTRIAL & TECH.											
1970-71	375	23	6.1	9	2.4	352	93.7	336	89.7	6	70
1971-72	5,694	203	3.6	10	.2	5,036	88.4	4,530	79.6	38	609
1972-73											
TOTALS (1970-72)	28,024	1,827	6.5	1,046	3.7	22,154	79.1	18,264	65.2	1,272	4,723

* Represents percentage of Column 1.

** Represents but a portion of those not available for employment. The difference in figures between Columns 2 & 3 is attributed to marriages, deaths, military enlistments, etc.

*** Columns 4 & 5 also include those who left programs prior to completion with marketable skills.

NOTE: Completion data in this chart relates to adult preparatory programs administered by the Divisions of Public School Occupational programs and Post Secondary Programs. Rationale for this chart listed on page 35 . Additional information on Adult programs administered by these two divisions as well as the Division of Adult and Continuing Education may be found on pages 34, 35, 41.

1972-73 figures not available. Data supplied by Texas Education Agency, Division of Occupational Research and Development.

TABLE VI
A SUMMARY OF SELECTED EDUCATIONAL FUNDING IN TEXAS

	FY 1969	FY 1970	FY 1971	FY 1972	FY 1973	FY 1974	FY 1975
*Appropriations for Senior Colleges and Universities	$ 317,155,046	401,321,594	391,324,172	472,590,121	504,489,576	619,021,259	621,641,164
#Fall Headcount Enrollment for Public Sr. Colleges & Universities	212,222	227,517	238,059	248,631	253,233		
Per Capita Expenditure of Appropriated Funds	$ 1,494	1,764	1,644	1,901	1,992		
*Appropriations for Jr. Colleges - Academic	$ 26,530,325	35,137,625	39,312.250	47,132,875	55,767,510	57,551,881	63,270,800
*Appropriations for Jr. Colleges - Occupational Education	$ 7,376,000	10,463,095	11,331,811	18,062,253	21,139,507	37,160,645	41,239,264
TOTAL Appropriated Funds for Jr. Colleges	33,906,325	45,600,720	50,644,061	65,195,122	76,907,017	94,712,526	104,510,064
#Fall Headcount Enrollment for Public Jr. Colleges	86,913	96,524	102,441	151,552	166,308		
Per Capita Expenditure of Appropriated Funds	$ 390	472	494	430	462		
%State General Revenue Funding for Secondary Voc. Programs	$ -0-	-0-	-0-	692,832	-0-		
$Federally Allocated Funds for Secondary Voc. Programs	$ 8,881,595	19,176,414	22,246,927	24,804,315	21,556,530		
+Minimum Foundation Funds for Secondary Voc. Programs	$ 31,942,833	39,249,646	55,103,415	63,559,600	70,266,400		
TOTAL State/Federal Funds for Secondary Voc. Programs	$ 40,824,428	58,426,060	77,350,342	88,363,915	91,822,930		
@Vocational Education Enrollments at Secondary Level	245,064	267,426	304,845	333,828	352,563		
Per Capita Expenditure of State/ Federal Funds for Sec.Voc.Prog.	$ 167	218	254	265	260		
@State Average Current Cost Expend. per pupil for all pub.sch.students	$ 504	556	642	690	773		

*State and Federal Funding appropriated by State appropriations acts of the referenced fiscal years.
#Information obtained from the Coordinating Board, Texas Colleges and University System.
%State General Revenue Funds in this summary were applied against appropriations for Post Secondary Occupational Programs uniformly. However, in actual practice general revenue funds are used for secondary vocational programs.
$For simplification of this summary, these figures were obtained by subtracting from the Federal Allocation of funds to Texas, Post Secondary Occupational appropriations that exceed general revenue, Other Adult Programs and 1/2 of funds Allocated for Area School Construction.
+Computed using TEA, Division of Finance Records of Vocational Units times Average salaries, plus $660 Maintenance and Operation, plus $400 for Materials beginning with Fiscal Year 1970, for each vocational unit.
@From published reports of the Texas Education Agency.

PART III

ADVISORY COUNCIL EVALUATION - U. S. OFFICE OF EDUCATION GUIDELINES

This part of the Fourth Annual Report, "A Redirected Education System---Education for Living and Making a Living," will be cross referenced to the other parts of the report and recommendations. The format for this part of the report is in keeping with guidelines established by the U. S. Office of Education.

GOAL I: *Evaluation should focus on the State's goals and priorities as set forth in the State Plan.*

1. *How valid and appropriate were the State's goals and priorities?*

The State's goals and priorities are not clearly set forth in the State Plan. Five year projections are based principally on previous years experiences and trends, in keeping with U. S. Office of Education Guidelines.

A review of planning is given under Topic 11, "State Plan for Vocational Education," on pages 101-103 of this report. Particular attention is called to Recommendation IX (3) of the 1972 report and the 1973 COUNCIL STATEMENT on subsections (b-d).

a. *Were they valid in terms of student needs and employment opportunities?*

The State's goals and priorities are valid in terms of student needs and employment opportunities based upon present projections. However, present information is inadequate for realistic planning and management and resolution of this critical need was given the Council's top priority in the 1971, 1972 reports and continues with similar emphasis in the 1973 report.

See Topic 3, "Information and Data Systems for Planning and Management," on pages 64-66 of this report. Funds were not made available during the 1974-75 biennium appropriations by the State Legislature to expedite the further design and development of the supply/demand information system. Work must be done from reallocation of present resources.

b. *Were they sufficiently comprehensive in terms of specific population groups such as disadvantaged, handicapped, returning veterans, adults, post-secondary, etc.?*

In this report, the Council has asked the State Board of Education to give a special review to needs of these special groups. See Recommendation III, page 9 of this report. A specific response is being made to each of the above groups as follows:

(1) DISADVANTAGED - programs for this target group were initiated in Texas during the 1964-65 school year on a pilot basis with 25 teachers enrolling 938 students and the program has grown rapidly. During 1973-74, there will be in excess of 900 teachers enrolling approximately 30,000 students. It is estimated that only 30% of those students that could benefit from the program are presently in programs. The program is referred to as Coordinated Vocational Academic Education (CVAE). It is presently administered through regular vocational program supervision since 1970 in grades 7-12.

(2) HANDICAPPED - The development of this program has been much slower than the CVAE program for disadvantaged, as it relates to vocational education. State legislation with extensive provisions for Special Education was passed five years ago and the Texas Rehabilitation Commission was reorganized and strengthened and all have combined to make a substantial impact on the needs in the area of the handicapped. In July 1971, the State Board of Education approved the transfer

of vocational programs for the handicapped to the Minimum Foundation School Program and the quantity and quality of programs continues to increase.

(3) VETERANS - All divisions of the state department of education have been encouraged to work closely with referral agencies, the State Employment Service and the institutions of the state to provide services to effectively place veterans in the economy and society. Post-secondary institutions, where most of the impact is felt, as far as education is concerned, have provided special services for veterans.

(4) ADULTS - State legislation for adults was passed during 1973. The impact of this legislation has not been fully felt. It is most encouraging. The Council established an Adult Education Committee within the Council during 1973 and by resolution to the State Board has offered the Council's services to serve as the State Advisory Committee on Adult Education under the state legislation. Further information on adult education services can be found under Topic 6, pages 75-78 and Table III on page 43 of this report. These references will provide further background on adults.

(5) POST-SECONDARY - The growth of program offerings and comprehensiveness is illustrated in Chart III, page 40 and in Topic 8, "Post-Secondary Institutional Support," pages 86-88 and Recommendation II (4), page 8 of this report.

c. *Were they related appropriately to other manpower development in the state (e.g., private schools, industry, CAMPS, etc.)?*

(1) PRIVATE SCHOOLS - During 1971 legislation was passed to regulate private schools, and during 1973 amendments were made to the statute to further strengthen private schools in the state. There is a strong working relationship between private schools, Texas Education Agency and local institutions. However, at this point, private schools have not generally been accepted as a full partner in the total resources of the community in public planning.

(2) INDUSTRY - Substantial progress has been made in the last two years at the state and local levels between agencies and industry in providing "start-up training" and other support for expanding and upgrading needs of industry. Funds requested for these special needs were not appropriated by the State Legislature during 1973 for the biennium 1974-75. However, considerable visibility and support for the concept was developed.

A program for the exchange between education and industry for vocational teachers has been launched in the state and it is expected that substantial mutual strength will be generated by this and similar activities in the state.

(3) CAMPS - This organization at the state level is constituted in a Human Resources Council by Executive Order. There is some evidence of coordination of planning at the local and regional levels through the structured planning mechanisms. The Chairman of the Texas Employment Commission was charged some 18 months ago by the Governor to be responsible for the development of a Statewide Manpower Policy. The paper has been completed after the involvement of numerous citizens, agencies and groups and presented to the Governor on October 9, 1973. The full impact of the paper will not be evident for several months.

2. *Were procedures set forth in the State Plan to accomplish each stated goal and/or objective or priority?*

Procedures are set forth in Part I of the State Plan for accomplishment of each state goal and/or objective or priority set forth in Part II of the plan. As pointed out in the references in I (1) above, the Council believes that goals and priorities could be much more definitive and consequently, the procedures for accomplishing these would take on the same quality. The Council continues

to insist on a broad input base to planning which would in itself enhance the evaluation of such planning.

3. *To what extent were the State's goals met during the year under review and to what extent and in what ways does this represent an improvement over last year?*

Most goals set by the FY 1973 State Plan were exceeded, many in a substantial manner. Reference is made to Tables and Charts, Part II, pages 14-46 , for an indication of development in many areas. Also, studies outlined on pages 14-33 will be helpful in providing further information.

The following review of Secondary Vocational Teacher Units allocated in the state is a good indicator of the intensity of development:

Year	Total Units	Increase Over Previous Year	Year	Total Units	Increase Over Previous Year
1963-64	3409	116	1968-69	4845	328
1964-65	3611	202	1969-70	5323	478
1965-66	3897	286	1970-71	6146	823
1966-67	4023	126	1971-72	6886	740
1967-68	4517	494	1972-73	7423	537
*Indicates preliminary			1973-74	8149*	726*

The fluctuation in the increase of units over previous years is due to action of the Legislature and/or the State Board of Education that resulted in larger increases in some years than others. For example, incorporating CVAE and Vocational Office programs into the Foundation School Program would give large increases.

Reference is made to Chart III, page 40 of this report for growth of post-secondary programs.

Goal II: *Evaluation should focus upon the effectiveness with which manpower and their needs are served.*

1. *Are valid data available for planning purposes (i.e., manpower needs, job opportunities, and employer needs)?*

In the view of the Council, the effectiveness of planning and consequently of programs is substantially reduced because of a lack of appropriate data. Reference is made to Topic 3, "Information and Data Systems for Planning and Management," pages 64-66 of this report.

This need is recognized by vocational, technical and manpower education leaders. Has emerged as a high priority in the development of a statewide manpower policy and is a special concern of the Coordinating Board, Texas College and University System. However, the case was not fully made to the state authorities appropriating money; consequently, present effort must proceed at a relatively subdued rate by utilization of present resources.

2. *To what extent is there coordination of training opportunities among agencies?*

Coordination has increased substantially in the last four years. However, training opportunities are not as closely tied to job opportunities as should be because of a lack of meaningful data as discussed in section above. Also, the flow of funds has not encouraged coordination and utilization of the "total community resources" concept; and consequently, coordination of training opportunities among the various resources of the delivery system as is

possible. There is still much duplication of resources that is encouraged by a lack of jurisdictions that are sufficiently large to provide comprehensive offerings that meet both the needs of the individual and the community. Reference Topic 2, "Supplementary Delivery System for Educational Services," pages 60-63 of this report.

3. *To what extent is there coordination and articulation among secondary, post-secondary and adult education agencies?*

At the state level, administrative responsibilities for secondary, post-secondary and adult technical, vocational and manpower education presently rests within the Department of Occupational Education and Technology, thereby providing the opportunity for maximum coordination and articulation. At the local levels, a variety of arrangements exist and coordination and articulation at this level is dependent upon the initiative of parties involved. Reference Recommendation VI pages 12-13, this report for further information on this subject.

4. *To what extent do educational institutions assure job placement of graduates?*

Several post-secondary institutions provide effective placement departments and advisory councils, while others are much less effective. The completion of Phase II of the Texas Guidance Information Project indicated a "weak" relationship between the institution and employer, at least as viewed by the former student.

At the secondary levels, most of these activities have been done by vocational teachers and cooperative training coordinators. The Texas Education Product Study, discussed on page 26, revealed that only 25% of the former students responding viewed favorably the career aspects of guidance services of their school.

The Council continues its concern in this area. Reference is made to Topic 4, "Guidance Services," pages 67-70; and Recommendation IV, page 10 of this report. Also, to the COUNCIL STATEMENT in the above referenced Topic 4.

5. *To what extent is vocational education involved in total manpower development programs of the State?*

It is evident that vocational education is considered a critical element in the manpower development programs of the State. This is evident in the Statewide Manpower Policy Statement developed in the state during 1973. Vocational education is incorporated into the regional planning activities. The Texas Education Agency conducted ten regional seminars for education leadership throughout the state in late 1972 to bring special attention to the relationship of education and the economy.

6. *To what extent are vocational education opportunities available to all people at the secondary, post-secondary, and adult levels?*

Even though commendable progress has been made in the last five years in expanding vocational education opportunities at all levels, there remain many students that do not have access to these programs in this state. It is not only availability of vocational programs but of sufficient comprehensiveness to serve the needs of the individual and the community. For example, 70% of the offerings in vocational industrial education are in the three areas of auto mechanics, building trades and cosmetology. A review of the material in Part II of this report will assist the reader in getting an understanding of some of the unmet needs in this area.

7. *To what extent is career education provided to all elementary and middle grade pupils?*

Houston Independent School District, the largest in the state and sixth largest in the nation, initiated career awareness programs in all elementary schools in the system in September 1973 after having demonstrated the program with 29,000 students previously. Other schools are in various stages of developing career awareness in the K-6 area of educational experiences. There will need to be resources made available to sustain this effort.

During 1973-74 school year, 150 Industrial Arts programs will be redirected at the 7th and 8th grade levels to provide career exploration experiences and in March 1974 program leaders are to bring guidelines to the State Board of Education for further implementation of this effort. This was encouraged by a legislative resolution, federal guidelines and the Industrial Arts Association. This will no doubt provide for development in other areas.

Reference is further made to Topic 1, "Redirection of Education System and Career Education Implementation," pages 55-59 of this report.

8. *What indications are there that students feel that vocational exposure adequately meet their needs?*

The continuous growth of vocational enrollments at the secondary level, see Table II, page 37 and the increase of programs at the post-secondary institutions, see Chart III, page 40.

The Texas Education Product Study, see page 26, revealed that the most favorable response of students who graduated or left school in 1963-64 and 1968-69 was toward vocational courses. The strong indications in the study were that students favor skill development courses and resist required courses in the curriculum.

Even with the growth of programs and favorable attitude toward vocational programs, there remains much to be done. Also, vocational planners and operators must remain alert to needs of individuals and the community. A student that is not properly prepared in a vocational program or is prepared for a job that does not exist, has little to offer prospective employers and can realize little self-fulfillment in his job.

GOAL III: *Evaluation should focus on the extent to which Council recommendations have received due consideration.*

1. *List the Council's previous year's recommendations. What action has resulted from each of these recommendations?*

The recommendations for the first three reports of the Council have been included in this section as a consolidated documentation of Council recommendations for 1970, 1971 and 1972, Action of the State Board of Education, Texas Education (T.E.A.) Response/Action, Subsequent Action and the Council Statement. The recommendations were grouped under topics that for the most part were the titles of the 1972 recommendations.

There is some repetition between the recommendations for the three years. In some instances it represents emphasis, while in some it is a matter of enlarging or clarifying the previous recommendation, in some cases the recommendations were rejected or returned for further study and development and in other instances there is just some duplication.

The Council considers that a recommendation that is accepted by the State Board of Education to involve a continuous effort to carry out the recommendation and periodic reports of progress and/or completed action. The COUNCIL STATEMENT that appears at the end of each topic will in some instances express an evaluation of the action or lack of action on recommendations in the topic and in other instances will simply accept the action taken with commendation

of the action. In most instances no specific expression is made on the action being taken on recommendations.

Rationale for the recommendations made in the 1970, 1971 and 1972 reports and the data, studies and other supportive materials are not included in this section. Consequently, the recommendations may appear incomplete or unfounded to a reader who has not studied the entire reports. The complete reports are available from the Advisory Council office. The reports are as follows:

ANNUAL REPORT	TITLE	DATE OF REPORT	PAGE REFERENCES FOR COUNCIL REC.
First - 1970	A Redirected Education System	September 1970	33-50
Second - 1971	A Committed Education System	September 1971	5-6, 18-39, 58-62
Third - 1972	A Redirected Education System--- A Plan for Action	October 1972	14-31

A topical index of Advisory Council Recommendations for the above reports has been prepared and follows this page to document the specific action taken by the State Board of Education on each recommendation with a breakout on action taken on parts of the recommendations.

Topical Index of Advisory Council Recommendations for 1970, 1971, and 1972 Reports and Action of the State Board of Education

Topic Item	Year of Report	Recommendation Number(s)	Action of the State Board of Education	Date of Action
1.	Redirection of Education System and Career Education Implementation			
	1970	I (1-3)	Accepted	1-4-71
	1972	I (1-3)	Accepted with revision (Accepted as high instead of top priority)	3-10-73
2.	Supplementary Delivery System for Educational Services			
	1970	II (1-6)	Accepted, clarification	11-9-70
	1971	II-A	Accepted and referred to Committee of SBOE	7-8-72
	1972	II (1-7)	Accepted	2-10-73
3.	Information and Data Systems for Planning and Management			
	1970	II (5)	Accepted, clarification requested	11-9-70
	1970	VII	Accepted	1-4-71
	1970	X	Accepted	10-3-70
	1971	II-B	Accepted and referred to Committee of SBOE	7-8-72
	1972	III (1-4)	Accepted	3-10-73
4.	Guidance Services			
	1970	X	Accepted	10-3-70
	1971	XV (1-2)	Accepted	6-10-72
	1972	IV (1-7)	Accepted with revision (See SBOE Minutes)	3-10-73
5.	Job Development and Support Aspects of Education			
	1970	III	Accepted	10-3-70
	1970	IV (1-3)	Accepted	10-3-70
	1971	III-A	Accepted	6-10-72
	1971	IV-A	Accepted	6-10-72
	1971	IV-A (2)	Accepted	6-10-72
	1971	IV-B	Accepted	6-10-72
	1972	V (1-3)	Accepted	2-10-73
6.	Adult Education and Services			
	1970	III	Accepted	10-3-70
	1971	XIII (1-3d)	Accepted	6-10-72
	1972	VI (1-3)	VI (1) Accepted	2-10-73
			VI (2 and 3) Accepted	3-10-73
7.	Personnel Development			
	1970	V (1-3)	Accepted	1-4-71
	1971	V-A	Accepted	6-10-72
	1970	VIII (1-3)	Accepted	1-4-71
	1972	VII (2-3)	Accepted	3-10-73
	1971	VIII-A	Accepted	6-10-72

Topic Item	Year of Report	Recommendation Number(s)	Action of the State Board of Education	Date of Action
	1970	VIII (4)	Rejected	11-9-70
	1971	VIII-B (tenure)	Accepted and referred to Committee of SBOE	7-8-72
	1972	VII (1)	Rejected	3-10-73
	1970	XII	Accepted	1-4-71
	1971	XII-A	Accepted	6-10-72
	1972	VII (4-6)	VII (4-5) Accepted	3-10-73
			VII (6) Rejected	3-10-73
8.	Post-Secondary Institutional Support			
	1970	XI	Accepted	10-3-70
	1971	XI-A	Accepted	6-10-72
	1972	VIII (1-4)	Accepted	2-10-73
9.	Public School Occupational Programs			
	1971	XIV (1)	Accepted	6-10-72
	1972	IX (4)	Accepted	3-10-73
	1971	XIV (2-6)	Accepted	6-10-72
	1971	XVI	Accepted	6-10-72
	1972	IX (1-3, 5-10)	IX (1 & 2) Returned for further study and/or clarification	3-10-73
			IX (3-10) Accepted	3-10-73
10.	Utilization of Local Advisory Councils/Committees			
	1971	XII-A	Accepted	6-10-72
	1972	X (1-3)	Accepted	3-10-73
11.	State Plan for Vocational Education			
	1971	XVII (1-3)	Accepted	6-10-72
	1972	XI (1-3)	Accepted	3-10-73
12.	Proprietary Schools			
	1970	VI (a thru h)	Accepted	11-9-70
	1972	III (3)	Accepted	3-10-73
13.	Technical-Vocational Education Curriculum and Materials System			
	1970	IX	Accepted	10-3-70
	1971	IX-A	Accepted	6-10-73

NOTE: The Advisory Council Recommendations for 1970 were repeated in the 1971 Report and further supplemented. Since the State Board of Education had taken action on the 1970 recommendations, separate action of the Board was not necessary on the repeated recommendations.

It will be noted that some recommendations appear under more than one topic.

1. REDIRECTION OF EDUCATION SYSTEM AND CAREER EDUCATION IMPLEMENTATION

1970 RECOMMENDATION I (1): *That the State Board of Education establish a mechanism, representative of various educational disciplines, interests, and levels and lay citizens representative of the economy and society of the state with the objective of redirecting the educational system to accommodate the relevant and occupational needs of individuals and prepare them for the work force in keeping with the needs of such work force.*

T.E.A. RESPONSE/ACTION: During the June 5, 1971 meeting of the State Board of Education, approval was given to A Design for the Development of Occupational Career Orientation, K-12, which was developed by the Texas Education Agency staff.

During the July 10, 1971 meeting of the State Board of Education, an Advisory Committee of twenty-one members was appointed.

+ + + + +

1970 RECOMMENDATION I (2): *That it become the policy and philosophy of the State and local boards of education that options be left open to students through a flexible education system to encourage adjustment of individual education programs in keeping with the interests, aptitudes, abilities and circumstances of the individual to the end that all be successful in achieving a worthwhile life goal.*

T.E.A. RESPONSE/ACTION: A Restatement of the General Philosophy of the State Board of Education (Policy 1201) is contained in the State Board Policies and Administrative Procedures.

SUBSEQUENT ACTION: The above referenced policy has been revised as of April 1973 and is as follows:

"The public schools should help each student to develop personal knowledge, skills, and competence to maximum capacity, and to learn behavior patterns which will make each a responsible member of society. In terms of their individual ability, all students should achieve:

Occupational skills prerequisite to enter and advance in the economic system and/or academic preparation for acquisition of technical or professional skills through post-high school training.

Competence and skill in creative and responsible use of leisure time.

Competence for adjusting to changes in personal status and social patterns.

+ + + + +

1970 RECOMMENDATION I (3): *That the State Board of Education adopt as a priority concern the feasibility of occupational education exposure for every child in Texas public schools.*

T.E.A. RESPONSE/ACTION: On May 4, 1970, the State Board authorized ten pilot projects in Occupational Orientation. These projects began in September 1970, and included the following programs and activities: Awareness to the World of Work, Survey and Investigation of Occupations and Occupational Exploration.

The above activities will provide students with information to:

- Develop values and attitudes about work.
- Make plans for achieving occupational and career choices through education.
- Be aware of the need to adjust to the changing economy and be able to make these changes as needed.

These projects are to be continued and expanded on a selective basis for 1971-72.

+ + + + +

1972 RECOMMENDATION I (1): *That the State Board of Education continue its commitment to "redirect" the education system in Texas, continue its No. 1 priority to career education and to utilize the Advisory Commission on Career Education and other groups in supplementing the expertise of its staff in developing and implementing this redirection. That "Career Education" conferences be developed on regional and local levels to communicate the "Career Education" concept to educators and community leaders and explore strategies for implementation within the communities of this state.*

T.E.A. RESPONSE/ACTION: In the March 10, 1973 meeting, the State Board of Education accepted this recommendation and took the position that Career Education be continued as a high priority.

SUBSEQUENT ACTION: The Texas Education Agency staff responded to the State Board action on the above recommendation and has given Career Education Number 1 priority in developing the following objectives:

- State and local career education teacher workshops in curriculum revision.
- Ten School Administrators Conferences on Career Education.
- June 1, 1973 Dissemination of State Board's Career Awareness K-6 Bulletin 734 to each school district in the state.
- June 1, 1973 Dissemination of State Board's Career Investigation - Middle Schools Bulletin 735 to each school district in the state.
- Regional Education Service Centers leadership in career education activities with local school districts.
- Twenty local school districts have implemented concepts in Career Education and are serving as demonstration sites for the statewide implementation of Career Education.
- A leadership guide for Local Education Agency use developed through a cooperative effort of the State Education Agency and Local Education Agency personnel.
- Commitment for establishment of 80 Career Education sites, 73-74 school year.
- Identification of 177 Career Education Learner Outcomes "basic" for all 17 year-olds has been developed and validated for Texas.
- Tested 15,000 children in relation to Career Education.
- Strengthened the statewide delivery system by establishing multi-disciplinary teams of career education technical support personnel.

- Statewide dissemination of career education information through multi-media presentation.

- Title III Funding Career Education Implementation.

- A special research project is "Partners in Career Education" involving the Texas Education Agency, regional education service centers in Fort Worth and Richardson as well as 160 independent school districts.

- A task force of the Texas Education Agency has formed a multi-disciplinary writing group under the guidance of the Division of Program Development to produce elementary and middle school career education bulletins by the spring of 1973. A high school bulletin will be developed in 1973-74.

- A planning grant is financing a project to develop a career education model, and includes the regional education service centers in Houston, Beaumont, Huntsville and Waco along with the Center for Career Development and Occupational Preparation at Texas A & M University.

- The Texas Education Agency staff has been reviewing prospecti for funds available to support innovative and/or exemplary projects in the Texas public schools, and those that appear most promising are being invited to make project proposals.

- A T.E.A. steering committee was formed in June 1972 and charged with the responsibility of planning a statewide needs assessment of Texas students in the area of career education.

- This department is also working under a grant from the U. S. Office of Education to develop career education instructional materials for secondary schools in the field of construction.

- Career education models previously developed and tested are being adapted for local use in the Harlandale, Houston, and Fort Worth School Districts.

- The Department of Occupational Education and Technology has also approved 29 occupational orientation projects throughout the State. They are reaching over 100,000 children in the Texas schools with the goal of increasing the occupational and economic competence of students.

- The Division of Dissemination has produced a 60-second public service television announcement on occupational orientation and another 60-second announcement with the broader career education concept.

+ + + + +

1972 RECOMMENDATION I (2): *The following actions are needed to further implement the career education model as outlined on pages 4-6 of this report:*

K-6 ..... develop a formula and recommend funding for personnel to develop and coordinate the career awareness aspects of the model and to make provisions for curriculum materials needed for implementation.

6-9 ..... provide leadership within the State to establish in all middle and/or junior high schools, career orientation, information, investigation and exploration for all students for the equivalent of one period per school day per year. This phase will require additional instructional personnel, guidance services, supervisory services, facilities and materials.

The major effort will be the redirection of the present resources to provide meaningful educational experiences with strong emphasis on the needs of individuals in career development.

9-12 ..... that further action be taken to enhance the comprehensiveness of educational experiences in high school to further identify career direction for each individual student, ".....to the end that every student upon LEAVING or GRADUATION from high school is prepared to continue further career preparation AND/OR have developed a skill that is saleable in the job market."

13-14 and ADULT - these phases of the model have been addressed in Recommendations VI and VIII on pages 13-14.

T.E.A. RESPONSE/ACTION: The State Board has provided local schools with leadership and financial assistance to implement activities that will contribute to the development of the model recommended by the Council.

The State Board is committed to the achievement of the goals of Career Education.

+ + + + +

1972 RECOMMENDATION I (3): *In order to further implement the "redirection" of the education system, the following actions should be taken:*

(a) revision of curriculum guides in all disciplines to incorporate career education concepts at all levels;

(b) revision of school accreditation standards to the end that the secondary school has prepared all individuals to continue further career preparation and/or have developed a skill that is saleable in the job market;

(c) revision of teacher preparation programs and certification in support of the career thrust of all educational experiences of all students;

T.E.A. RESPONSE/ACTION: The State Board will commit leadership and financial resources to the achievement of revision of curriculum guides, revision of school accreditation standards, and revision of teacher preparation programs and certification.

SUBSEQUENT ACTION: Educational Professional Development Consortium D sponsored three 3-day Institutes, June 12, 13, 14 - June 19, 20, 21 - June 26, 27, 28, for training Elementary Supervisors in Curriculum Development in Career Education.

1972 RECOMMENDATION I (3): *(d) revise formulas for the staffing of local schools to provide for guidance services throughout the educational experiences of individuals from Kindergarten through Adult, in keeping with their individual and group needs to include placement services in cooperation with existing placement agencies, follow-up of students and adjustments of programs and activities in keeping with evaluation received from former students.*

T.E.A. RESPONSE/ACTION: Formulas will be revised to provide for vocational guidance services in accordance with State and Federal Legislation and the State Plan for Vocational Education.

SUBSEQUENT ACTION: A job placement model for Texas is being developed through Consortium C Education Service Centers and Prairie View A & M

University. Research proposals and projects are being funded through local education agencies and community colleges for developmental activities in placement and follow-up.

COUNCIL STATEMENT: *The Advisory Council is pleased with both the quantity and quality of action taken on the recommendations in this topic. A substantial influence of this action has been noted throughout the state. It is recognized that action in this area of change is very complex and will require a continuous effort over a period of time.*

Some more specific evaluative statements would include:

1. *It is believed that the Advisory Commission on Career Education that was appointed by the State Board in July 1971 could have been more effectively utilized in broadening the input into activities in this topic.*

2. *More effective coordination of the activities at the state, regional and local levels could no doubt improve the effectiveness of the effort.*

3. *The Council has outlined in the Recommendations Section of this report what it considers to be the next step.*

2. SUPPLEMENTARY DELIVERY SYSTEM FOR EDUCATIONAL SERVICES

1970 RECOMMENDATION II (1): *That area technical-vocational schools be established within the following guidelines:*

a. *Metropolitan counties may establish one or more technical-vocational school jurisdictions within a minimum of 5,000 High School Average Daily Attendance (HS ADA).*

b. *Counties with a HS ADA population of 1,500 or more may establish one countywide area school jurisdiction.*

c. *Counties with a HS ADA population of less than 1,500 may establish a multi-county or regional area technical-vocational school jurisdiction, with a minimum of 1,500 HS ADA. The State Board of Education may approve on an individual basis exceptions to this provision.*

1970 RECOMMENDATION II (2): *The administration of the area school jurisdiction would be by a board with one member representing each high school district, junior college or technical institute within the jurisdiction and one citizen for each public school person on the board. The citizen group would be representative of the communities and interests within the jurisdiction. Any special facilities established within the jurisdiction would be under the administration of the vocational administrator and the administrator would be responsible for the overall coordination and supervision of vocational-technical education within the jurisdiction in order to prevent unnecessary duplication and to assure that programs are of high quality and meet the occupational needs of youth and adults within the jurisdiction in keeping with the needs of the labor market served.*

1970 RECOMMENDATION II (3): *An area school jurisdiction may be approved by the Texas Education Agency within guidelines after the citizens of the jurisdiction vote under the provisions of Chapter 28, Section 28.01 -- Texas Education Code to establish an area school with tax revenue.*

a. *State funds would be available to match the revenues raised within the area school jurisdiction.*

b. *That funds available from federal sources be utilized for the purchase of equipment for high cost programs in area technical-vocational school jurisdictions.*

c. *That first priority be given to allocating federally administered funds for area school jurisdictions with 3,000 or more HS ADA populations.*

d. *That a discretionary fund be appropriated to the Commissioner of Education for utilization in support of adult education programs in technical-vocational education. Such funds would be used to pay costs of instructors and instructional materials. Facilities and equipment for adult education would be the responsibility of the local school district or area school jurisdiction. The area school jurisdiction should provide within its budget a contingency fund to support special training needs which cannot normally be incorporated into the regular program.*

T.E.A. RESPONSE/ACTION: Authorizing legislation was requested of the Legislature by the Board. Bills were introduced in the 62nd State Legislature as Senate Bill 556 and House Bill 1172.

Senate Bill 556 passed the Senate in May 1971 but failed to pass in the House.

+ + + + +

RECOMMENDATION II (4): *Transportation of students be provided by the contributing district or campus and such transportation be financed by the State through an allotment of funds for area vocational school students based on a formula to be determined by the Texas Education Agency.*

T.E.A. RESPONSE/ACTION: Authorizing legislation (Senate Bill 555), recommended by the Board, passed the Senate but failed to pass the House.

+ + + + +

1970 RECOMMENDATION II (5): *See Topic 3 for this section of Recommendation II.*

+ + + + +

1970 RECOMMENDATION II (6): *Area school jurisdictions will be responsible for product evaluation and consequent adjustment of the process as determined by a local citizen advisory committee. Such evaluation will be reported to the Department of Occupational Education and Technology, Texas Education Agency, in a form to accommodate a subsequent state evaluation.*

T.E.A. RESPONSE/ACTION: Authorizing legislation recommended by the State Board of Education was not passed.

+ + + + +

1971 RECOMMENDATION II-A: *It is recommended that the State Board of Education incorporate into current policies, as many of the concepts outlined in paragraphs 1-4 as possible under present state statute, which will enhance opportunities provided in Occupational Skill Centers.*

T.E.A. RESPONSE/ACTION: Since this recommendation involves taxation and school financing and with the Rodriquez Court Case mandating the State, Texas Education Agency, and others to conduct a total study on school finance, the staff feels there should be an involvement with the State Board of Education's Committee on Public School Finance in an effort to include this recommendation into the total proposed legislative packet to be introduced during the Sixty-Third Legislature.

+ + + + +

1972 RECOMMENDATION II (1): *That the State Board of Education take action to support legislation to amend Chapter 28 of the Texas Education Code to authorize an area school to encompass one or more independent school districts in one or more counties of the state; that criteria for formation of such jurisdictions be the responsibility of the State Board of Education.*

1972 RECOMMENDATION II (2): *Jurisdictions so formed would be by a majority vote of citizens within the proposed jurisdiction, after such time the district comprising the jurisdiction would elect a Board of Education to administer supplementary educational activities within the jurisdiction.*

1972 RECOMMENDATION II (3): *Funds raised through taxing within each jurisdiction for capital improvement and operating would be matched by state*

appropriated funds.

1972 RECOMMENDATION II (4): *The administration within the jurisdiction would be empowered to coordinate and supervise occupational educational activities within the jurisdiction to provide a comprehensive resource composed of public secondary and post-secondary institutions and private schools, to the end that comprehensive preparation programs would be provided to all youth and adults of the jurisdiction in keeping with the needs of such individuals and their meaningful role in society and the economy.*

1972 RECOMMENDATION II (5): *In fulfilling its responsibility under this Act, the State Board of Education will approve petitions for elections to form area school jurisdictions when it has been determined that the jurisdiction to be formed can reasonably be expected to provide comprehensive preparation resources by meeting minimum standards in the areas of (a) population and/or scholastics, (b) minimum property evaluation to support the district and (c) that the district be constituted geographically and proposed facilities located in such a manner that services provided by the district are not denied citizens of the district by virtue of unreasonable distances they must travel to secure the services.*

T.E.A. RESPONSE/ACTION: The concept of area school jurisdictions (its objectives, legislation needed for its creation, funding, methods of creating, structure, and operation procedures) was previously accepted by the State Board of Education as a means to providing more adequately educational services to the students and adults in need of training in Texas. With the acceptance of this concept, the State Board of Education made a commitment to seek legislation and to initiate such jurisdiction if and when legislation and funding become available.

A bill has been prepared and efforts will be made to secure the needed legislation in the next regular session to meet in January 1973.

If the bill becomes law, the State Board will take the necessary steps within the limitations of the law and funding available to develop a plan for the implementation of additional delivery systems for education services.

SUBSEQUENT ACTION: Legislation was developed and offered as companion bills, SB 699 and HB 1220, 63rd Legislature and entitled Occupational Skill Center Jurisdictions. The legislation failed to receive favorable consideration of the 63rd Legislature, Regular Session.

+ + + + +

1972 RECOMMENDATION II (6): *Provisions should be made to make services available to rural and sparsely populated areas that cannot conveniently be included in area school jurisdictions. These services can be provided through a combination of the following techniques:*

(a) Extension Centers from jurisdictions and institutions;
(b) Mobile facilities;
(c) Itinerant instructional programs;
(d) Utilization of developing telecommunications systems;
(e) Other strategies and techniques that would make meaningful preparation programs available to the vast majority of the citizens of the state;

T.E.A. RESPONSE/ACTION: Within funds available, studies will be made of rural and sparsely populated areas not served by area school jurisdiction or other existing public or private organizations to determine the needs for occupational instruction. Where there are established needs, further studies will be made to determine the most satisfactory ways to meet these needs. Consideration will be given to costs for delivery of services, the effectiveness of the services, and other problems of administration of program operation.

+ + + + +

1972 RECOMMENDATION II (7): *That provision be made for state support of the transportation of students for occupational training between campuses, districts and institutions.*

T.E.A. RESPONSE/ACTION: As a part of the State Board's continuing effort to provide more effective transportation, a recommendation has been prepared for the consideration of the 63rd Legislature.

SUBSEQUENT ACTION: The 63rd Legislature passed House Bill 1162 providing support of transportation of students for Occupational Training between campuses, districts and institutions. The State Board of Education has adopted policies to implement the legislation for the 1973-74 school year.

COUNCIL STATEMENT: *The favorable action by the Legislature on vocational student travel should remove many barriers experienced in full utilization of vocational facilities. The Council will follow up to determine the extent of facility and program utilization.*

The need for supplementary Delivery Systems for Educational Services continues to be critical to the needs of many individuals and communities in the state.

The Council will continue to study not only the need but also the means whereby effective and economical delivery systems can be developed to meet the wide range of needs of the communities of the state.

An unresolved barrier is the use of State Administered Funds for capital outlay which is contrary to traditional means of financing capital outlay in Texas.

3. INFORMATION AND DATA SYSTEMS FOR PLANNING AND MANAGEMENT

1970 RECOMMENDATION II (5): *That the Texas Employment Commission will be responsible for compiling labor market data and information with the cooperating support of the Texas Education Agency, Texas Industrial Commission, other state agencies and groups as well as trade associations, employers, labor unions and others. Interpretation and transmittal of the data to the school systems for development of technical-vocational education programs for the most effective utilization of human resources of the State would be the responsibility of the Texas Education Agency. Funds should be provided for the implementation of this system.*

T.E.A. RESPONSE/ACTION: The staff is presently studying available data to determine additional needs.

+ + + + +

1970 RECOMMENDATION VII: *That the feasibility of an electronic data system be examined with a view of implementing a coordinated information retrieval system. The State Board for Vocational Education should initiate planning toward this end.*

T.E.A. RESPONSE/ACTION: A committee of seven key staff members was appointed to assist in modifying and developing the necessary forms to gather the data elements required by the United States Office of Education (USOE). One staff member has been assigned full time to this effort. This vocational education retrieval system will be piloted in 15 public schools and 38 junior colleges during the 1971-72 school year. If this schedule cannot be met, the retrieval system will then be piloted in the 1972-73 school year.

The purpose of this proposed system is to automate the collection of data that contains only those elements necessary for the U. S. Office of Education, Texas and United States Legislative data requests, and any other type of data frequently requested of the Texas Education Agency. This system will be compatible and easily integrated into the planned Educational Management Information System (EMIS). This system is being designed and programmed by Agency personnel utilizing Agency facilities.

Some of the vocational education research funds have also been allocated to develop a model system for implementation of this recommendation.

+ + + + +

1970 RECOMMENDATION X: *See Topic 4, Guidance Services for Student Follow-Up Recommendation.*

+ + + + +

1971 RECOMMENDATION II-B: *That the State Board of Education assign top priority to the development of such a system, dedicating all available resources to such development and implementation.*

T.E.A. RESPONSE/ACTION: An agreement was made between the Governor's Office of Information Services, the Texas Employment Commission, and the Texas Education Agency to form a task force charged with the responsibility of conducting a feasibility study on a supply/demand information system. Three individuals, one from the current permanent staff of each of the above offices or agencies, would be assigned to this task force.

The [illegible] of this feasibility study were set by the ad hoc advisory committee appointed at a meeting on February 15, 1972. The task force is charged with

specifying how their recommendations could be implemented in the three participating agencies and other interested agencies after the feasibility study is completed. Their study should also indicate recommendation on staffing and budgeting of a supply/demand information system.

The task force started to work May 1, 1972, and will make progress reports periodically to the ad hoc advisory committee and a full report at the close of their six-month feasibility study. Interim progress reports have been made at meetings of the ad hoc committee on June 7 and June 21.

+ + + + +

1972 RECOMMENDATION III (1): *That the State Board of Education assign top priority to the design and implementation of a supply/demand information system for Texas that will provide information as a critical part of the planning and management activities within the education system of Texas. Characteristics of the system should include the following:*

(a) a continuing system with a stable base for collecting, analyzing and disseminating information;

(b) the system should have visibility involving state and local agencies, groups and organizations, both in collecting and disseminating information;

(c) the system should be responsive to the changes occurring in the society and economy. This will require continuous updating by use of surveys, projections, and other collecting and analyzing activities in keeping with the actual needs in the society and economy;

(d) the system should provide for technical assistance to users of the information;

(e) the information should be retrievable in a variety of configurations for utilization by school districts, standard metropolitan statistical areas, counties, planning regions, and other similar divisions;

T.E.A. RESPONSE/ACTION: This recommendation is a repetition and amplification of a recommendation made in an earlier report of the Advisory Council. (Recommendation II-B, 1971).

A description of the specific State Board responses to this recommendation was included in the Appendix of the State Plan for Vocational Education for Fiscal Year 1973.

Since publication of the State Plan in July 1972, representatives from the Texas Education Agency, the Office of the Governor, and the Texas Employment Commission have continued to work on the development of the proposed manpower supply-demand information system. On October 24, 1972, the inter-agency task force issued a 75-page report describing the progress made toward the development of the system. A copy of the report was presented to the Advisory Council staff.

SUBSEQUENT ACTION: The inter-agency committee and task force activities have continued. The development of the system has now moved into the design phase with activities developing in the Texas Education Agency and Texas Employment Commission to support the system.

An organizational structure has been developed and disseminated and a position paper on the development of the system. An Interagency Cooperation Contract has been developed between Texas Education Agency and Office of Information Services,

Office of the Governor for continued development of the system. An evaluation of the present design is planned for 1973-74 by a third party evaluator.

+ + + + +

1972 RECOMMENDATION III (2): *The development of a retrievable data base within the state Department of Education for vocational education information should be accelerated to provide a valuable input into the supply/demand information system outlined above. The system should be expanded to provide information on enrollments, completions and placements by programs, and grade level; also, provide information on the follow-up of students for five years after leaving or graduation from secondary, post-secondary and adult programs.*

T.E.A. RESPONSE/ACTION: The development of a vocational education information system has been accelerated. The system currently provides computer retrievable information for vocational education program management. The system has been partially implemented and output from the system was utilized in the preparation of the Annual Report for Vocational Education. Future output from the system will provide an essential input to the proposed manpower supply-demand information system for the State of Texas. Pilot-demo projects focused on the development of student follow-up systems have been initiated in several school districts.

+ + + + +

1972 RECOMMENDATION III (3): *The proprietary school commission should implement data gathering programs to provide information outlined in (2) above from the proprietary schools of the state.*

T.E.A. RESPONSE/ACTION: This recommendation has been conveyed to the Proprietary School Advisory Commission.

+ + + + +

1972 RECOMMENDATION III (4): *That plans be made for utilization of developments in teledata communications systems for timely collection, analysis and dissemination of information and data for planning and management of educational resources of the state.*

T.E.A. RESPONSE/ACTION: On October 7, 1972, the State Board adopted a resolution to join with local educational institutions in the development of a plan for the utilization, implementation, and operation of a teledata communications delivery system which will result in the application of teledata communications technology to education.

COUNCIL STATEMENT: *The Council is encouraged by the progress in the development of the Supply/Demand Information System. It is believed the design and development should be checked against criteria outlined in 1972 Recommendation III (a-e). Meaningful planning and management of education resources in Texas depend upon an effective Supply/Demand Information System.*

Recommendation III (2) has not been fully implemented in all aspects.

Recommendation III (3) has received little attention of the Proprietary School Advisory Commission. The information is urgently needed.

4. GUIDANCE SERVICES

1970 RECOMMENDATION X: *That the State Board of Education initiate on a demonstration basis in a minimum of twelve school districts, representative of the broad cross section of districts within the State regarding size, geography and other factors, a system of follow-up and report with the view that such a system when proven could be implemented statewide by September 1973. It is further recommended that the State Board make an effort to identify students by a social security number by September 1971 as a base for identification and development of further systems of information and follow-up.*

T.E.A. RESPONSE/ACTION: Budget requests were made by the Board to the Legislature for $750,000 for fiscal year 1972 and $1,225,000 for fiscal year 1973.

SUBSEQUENT ACTION: The Legislature appropriated $250,000 for each year of the 1971-73 biennium for follow-up studies and development.

+ + + + +

1971 RECOMMENDATION XV (1): *That the State Board of Education lend its encouragement and support to every effort of local education agencies to provide adequate counseling staff that is supported in their principal objective of developing a counseling program responsive to the needs of ALL students and adults.*

1971 RECOMMENDATION XV (2): *That every effort be made to involve teacher educators, local school personnel, Education Service Centers, business and industry, Texas Employment Commission, and other agencies and groups in in-service training and support of school counseling activities.*

T.E.A. RESPONSE/ACTION: Currently, funds from many and varied sources are focused on the counseling situation in the public schools. The effects of this concentration of funds have not been fully evaluated at this time. It is apparent that a need exists for policies and administrative procedures to emphasize the position of the State Board and to firmly establish the need for improving counseling programs and widely disseminate to local education agencies the situation in the area of counseling and the need for improvement.

It is our plan to develop program standards for guidance programs in local schools which would be used in determining allocation and reallocation of counseling units. In addition, the standards would serve as a guide for schools in organizing and implementing effective guidance programs to meet the need of all students and adults engaged in school educational activities.

Also planned is the development and distribution of a Guide for Career Development Guidance, Counseling, and Placement Programs. This Guide will be distributed to counselors through a series of in-service workshops conducted by Agency staff members in cooperation with persons from public schools, education service centers, counselor-education institutions, business and industry, and the Texas Employment Commission.

The in-service activities would be conducted using the multiplier effect by:

A statewide conference for selected personnel representative of geographic areas of the twenty Regional Education Service Centers.

Participants in the statewide conference would conduct similar conferences and in-service activities in each of the Service Center Regions.

Participants in the regional workshops would conduct in-service activities in each of the local schools.

+ + + + +

1972 RECOMMENDATION IV (1): *That the State Board of Education support action that would revise formulas and fund positions for guidance services with appropriate ratios from Kindergarten through Adult. The guidance services would be continuous and sequential providing maximum opportunities for meaningful decisions by the individual within the career education concept.*

T.E.A. RESPONSE/ACTION: As soon as a new State Finance Plan is adopted by the Legislature, the State Board will develop formulas that will provide for guidance services in accordance with State and Federal legislation and the State Plan for Vocational Education.

+ + + + +

1972 RECOMMENDATION IV (2): *A high priority be assigned to implementing the guiding principles for the preparation of and the assignment of counselors referenced above.*

T.E.A. RESPONSE/ACTION: The State Board will require that counselor education programs be conducted in accordance with the "Guiding Principles for Preparation and Assignment of Counselors."

+ + + + +

1972 RECOMMENDATION IV (3): *That policies and standards be developed by the State Board of Education for the allocation and reallocation of all guidance and counseling units to public schools. Such policies and standards may include the following:*

(a) guidance personnel to be assigned to activities for which they are trained;

(b) development and assignment of guidance personnel other than counselors in the area of placement, follow-up, labor market information, employer contacts, and similar activities.

T.E.A. RESPONSE/ACTION: The new finance plan for public schools addresses itself to the allocation of guidance counselors. The State Board has before it the proposed finance plan to be recommended to the 63rd Legislature. (Presently, allocations of counselor units are stipulated in the Texas Education Code, Section 16.17).

+ + + + +

1972 RECOMMENDATION IV (4): *That provision be made for extensive in-service education and upgrading activities for guidance service personnel presently certified and as a part of future preparation of guidance personnel to include:*

(a) temporary employment in the world of work;

(b) appropriate summer employment with the Texas Employment Commission and other placement agencies;

(c) exploratory training sessions in post-secondary institutions offering preparation for occupations;

(d) employment tours and studies;

(e) labor market information;

(f) adult services;

(g) other similar activities.

T.E.A. RESPONSE/ACTION: The State Board is developing plans for implementation of the above suggested in-service activities. Pupil personnel services available locally will be strengthened by upgrading abilities and techniques of vocational guidance and other counseling personnel. The first of these activities will be conducted on a statewide basis during the spring of 1973.

SUBSEQUENT ACTION: During April 1973 a statewide conference for Vocational Counselors and selected counselors from regular programs was conducted and plans are being made for regional in-service activities during 1973-74.

+ + + + +

1972 RECOMMENDATION IV (5): *That the Texas Education Agency staff should utilize:*

(a) the Texas Education Product Study;

(b) the present demonstration projects in the state in the area of placement and follow-up,

(c) a review of experiences, within and outside the state, of follow-up and placement, and

(d) establish a broadly representative task force to develop a follow-up system, for implementation throughout the state by September 1973. The system should provide comprehensive information to the local district for evaluation of educational programs, and reporting of appropriate information to the Texas Education Agency for input into the statewide planning and management of education.

T.E.A. RESPONSE/ACTION: A task force will be established to develop a student follow-up system designed to provide information for evaluation, planning, and management of public education. The follow-up procedures utilized in recent studies, projects, and programs will be considered in the development of the system.

SUBSEQUENT ACTION: During December 1972 a proposal entitled "Statewide Student Follow-up System" was reviewed in the Department of Occupational Education and Technology but was not favorably considered.

In March 1973 a Texas Education Agency Staff Task Force was formed and worked on a statewide follow-up system. However, as of September 1973, final recommendation had not been made by the Task Force.

+ + + + +

1972 RECOMMENDATION IV (6): *That placement responsibilities of public education be identified and effective means of moving students from the education institutions into work be coordinated with existing placement resources within the communities.*

T.E.A. RESPONSE/ACTION: Pilot projects have been initiated in several public school systems to explore the effectiveness of various approaches to the placement of individuals who have completed public school education programs. The project activities are coordinated with other placement resources in the communities served by the participating school systems. The results of these projects will provide a basis for further developmental efforts to fully clarify the proper role of public education in the placement process.

+ + + + +

1972 RECOMMENDATION IV (7): *That the Department of Occupational Education and Technology create a staff position or designate a member of the Department staff to more effectively relate the concerns, activities and resources of the Department in the area of guidance services in vocational education to statewide guidance services through the administrative framework of the Coordinating Council of Guidance Services of the Texas Education Agency.*

T.E.A. RESPONSE/ACTION: The State Board has authorized the Commissioner of Education to request the recommended staff position for the Department of Occupational Education and Technology in a future operating budget. The Division of Guidance Services will appoint a staff member to work with the new staff member in the Department of Occupational Education and Technology on activities supportive to the guidance programs in the public schools of the State. A report of their activities will be given at appropriate meetings of the Inter-departmental Guidance Council.

COUNCIL STATEMENT: *In view of the unsuccessful efforts to secure approval of new school finance legislation, further efforts should be made to carry out plans to strengthen the guidance services in public schools of the state. Further evaluations should be made of present resources to improve their effectiveness.*

Referencing Recommendation IV (4), it is suggested that actions in this area be more comprehensive.

Referencing Recommendation IV (5), it is believed that Texas Education Agency personnel do not have sufficient release time to accomplish the objectives outlined and it would be prudent to consider a third party contractor to consumate this effort which has fallen behind schedule. The effort should obviously involve a broad base representation from involved groups throughout the state and the resulting system should make its foremost impact at the local level with sufficient "fall out" of information to satisfy state requirements.

Referencing Recommendation IV (7), the Council is not aware of action being taken to carry out action outlined in the T.E.A. RESPONSE/ACTION.

5. JOB DEVELOPMENT AND SUPPORT ASPECTS OF EDUCATION

1970 RECOMMENDATION III: *That provisions be made for financial support to permit maximum utilization of technical-vocational facilities and resources after regular hours and during summer months for enrichment of curriculum for in-school youth, for out-of-school youth, and adults who are underemployed or unemployed.*

T.E.A. RESPONSE/ACTION: The State Legislature did not include the funds requested by the State Board of Education in the Appropriation Act.

+ + + + +

1970 RECOMMENDATION IV (1): *That the State Board for Vocational Education request discretionary funds for the establishment of a reservoir of industrial and instructional equipment to provide short intensive instructional programs whenever and wherever needed.*

T.E.A. RESPONSE/ACTION: The State Legislature did not include the funds requested by the Board in the Appropriations Act.

+ + + + +

1970 RECOMMENDATION IV (2): *That the State Board encourage the establishment of a joint task force of appropriate staff members of the Texas Education Agency, Texas Employment Commission, Texas Industrial Commission, the Office of the Governor, and other state agencies and groups, and that it meet at least quarterly to review requirements for new and developing occupations and skills. Recommendations for the appropriate state agency to meet these needs should be made by this joint task force.*

T.E.A. RESPONSE/ACTION: The staff has under preparation a plan for the implementation of a joint task force composed of appropriate staff members of various state agencies. See Recommendation IV-A (2) Response, this section.

+ + + + +

1970 RECOMMENDATION IV (3): *The Advisory Council supports the establishment within the Texas Industrial Commission of the office of Director of Industrial Training. The Director would serve as a member of a coordinating committee to be composed of appropriate staff members of the Texas Education Agency, Texas Employment Commission, Texas Industrial Commission, Office of the Governor, and such other state agencies and organizations as would be involved in order to establish relationships with new and expanding industry to meet the special needs of such economic development. The coordinating committee would identify the resources to meet such needs. The Council would further support appropriation of discretionary funds to provide training, equipment, supplies, instructional facilities and instructional personnel when not otherwise available.*

T.E.A. RESPONSE/ACTION: The State Legislature did not include the funds requested by the Board in the Appropriations Act.

+ + + + +

1971 RECOMMENDATION III-A: *That the State Board of Education develop a data base on the utilization of existing facilities within the State, to determine the nature and extent of unmet needs and to establish the resources necessary to implement Recommendation III for resubmission to the State Appropriating Authorities.*

T.E.A. RESPONSE/ACTION: To carry out the provisions of this recommendation, the staff has conducted two statewide surveys. The results of these surveys partially provide the needed information to establish the data base upon which a realistic course of action can be determined for resubmission to the State appropriating authorities. Staff plans are to refine and expand the surveys until sufficient information is obtained. The completed surveys and their results are attached to show the progress to date.

+ + + + +

1971 RECOMMENDATION IV-A: *That the State Board of Education conduct further study on the provision of Recommendation IV (1) and (3) with a view toward renewing the request for funds during the Sixty-Third Legislature.*

T.E.A. RESPONSE/ACTION: It is a consensus of opinion from the staff that this part of the recommendation would not be feasible at this time for the following reasons:

- The diversity of businesses and industries existing in Texas far exceeds that of other states utilizing this approach. This fact is indicative that the cost in personnel, facility rental, equipment hook-up, transportation, and storage involved in this concept would be greatly out of proportion to any gains in the training of skilled workers.

- The Department of Occupational Education and Technology has provided for the vocational education needs of communities and specific industries whenever and wherever needed. Many instances have occurred within the Department where requests for services and funds are clearly outside the laws and responsibilities of vocational education. Needless to say, when such requests are outside the realm of vocational education, requests have been denied.

- With the recent growth of area vocational schools in both secondary and post-secondary institutions, established shops and facilities are generally available throughout the State. Also, specific equipment and space is usually available from the business and industry seeking employee training services.

+ + + + +

1971 RECOMMENDATION IV-A (2): *The Council would like to expand Recommendation IV (2) in view of the critical nature of the need for valid data on job opportunities and manpower needs for planning purposes. There are many elements of such a system present in local, area and state organizations, but there is lacking an efficient and effective mechanism at all levels for compilation, coordination, validation and adjustment of data for education planning and evaluation.*

T.E.A. RESPONSE/ACTION: The position called for in this section of the recommendation has been recently established and funded. An informal committee has been functioning under the jurisdiction of the Texas Industrial Commission with the recently appointed Director of Industrial Training chairing the committee. Several members of the Department have participated in called meetings from time to time in the past and will continue to do so in the future. It is assumed by the Department staff that the appropriations to provide training, equipment, personnel, etc., are tied to Part 1 of Recommendation IV-A. Because this recommendation is general in nature, details of cost elements are not available to justify a legislative recommendation. The staff will confer with the Council and the Industrial Commission to explore the possibility of conducting

or contracting for a special study to produce the necessary details.

+ + + + +

1971 RECOMMENDATION IV-B: *That the State Board of Education establish a mechanism within T.E.A. and solicit the cooperation of groups named in part (2) of this Recommendation to act continuously to develop, revise and disseminate data on job opportunities and manpower needs for planning purposes, in addition to action outlined in part (2) of this Recommendation.*

T.E.A. RESPONSE/ACTION: A tri-agency task force has been established to carry out the provisions of this recommendation. The duties, time frame, and organizational structure of this task force are described in Recommendation II-B.

+ + + + +

1972 RECOMMENDATION V (1): *That the State Board of Education further develop "start-up training" resources within the state, requesting discretionary funds to support this activity to bridge the gap between needs and present resources;*

T.E.A. RESPONSE/ACTION: The State Board is moving ahead in its efforts to assist in developing "start-up" training resources. The Texas Education Agency has entered into a contract with Harper, Cotton, and Little, Inc. to design and implement a start-up training program. Benefits to be derived from the contract are:

- Existing fixed facilities will be studied to determine the capitol expenditure required for training equipment and other fixed plant costs.
- Training programs will be designed.
- Interagency agreement and cooperation will be sought between interested state agencies.
- Equipment resources will be identified and a plan will be developed to determine availability and transferability of training equipment.
- Available manpower will be studied to determine the State's ability to respond to the manpower needs of a locating industry.
- An "implementation" program will be designed.

+ + + + +

1972 RECOMMENDATION V (2): *That state resources of instructional equipment and instructional manpower be identified and made available as a responsive resource to the needs of the state and its start-up training responsibilities for economic and industrial development within the state.*

T.E.A. RESPONSE/ACTION: The study conducted by Harper, Cotton, and Little will identify existing equipment and design a system to utilize as much existing equipment as possible in support of start-up training. The study will identify equipment currently owned by state agencies and will evaluate it against program needs. A procedure will be developed for making the equipment available for training programs at the time and place it is needed. A procedure to provide installation of the equipment will also be developed.

In conjunction with the Governor's Manpower Planning Staff, the Advisory Council for Technical-Vocational Education in Texas, Texas Employment Commission, and others, the Harper, Cotton, and Little study will evaluate the state's ability to respond to the manpower needs of incoming industries. A system will be developed

to identify both the quantity and quality of Texas Manpower resources available to staff new industrial plants.

+ + + + +

1972 RECOMMENDATION V (3): *That discretionary funds be requested to support programs in the state to meet the needs of undereducated adults and out of school youth for occupational training, retraining and upgrading for maximum utilization of existing facilities in the communities of the state. That the Texas Education Agency staff finish the study on resources and maintain an inventory of and the extent that such resources are utilized.*

T.E.A. RESPONSE/ACTION: Appropriation requests submitted to the Legislature for consideration during the 63rd Session includes $2,023,188 the first year of the biennium and $2,145,847 the second year for adult programs.

In addition, $4,869,599 has been requested each year of the biennium to serve the occupational education needs of disadvantaged youth and adults.

The Agency staff made a study on utilization of equipment and facilities in 88 area schools. The staff does not consider it feasible to maintain a current inventory on utilization of these resources at the state level.

COUNCIL STATEMENT: *The Council commends the State Board and its staff for the provisions made within limited resources to respond to the manpower requirements of new and expanding industries of the state.*

It is hoped that the Harper, Cotton and Little study can be reviewed in its final form, further experiences in "industrial start-up" training documented and the broad base of support strengthened for this concept and further efforts made during the 64th Legislature for legislative and funding provisions for this critical need.

It is further suggested that continued study be given the matter of resources inventory in view of the expanding and changing resource requirements of new and expanding industry. That the need for a state supervised equipment pool receive further study in view of changing and developing circumstances regarding economic development.

6. ADULT EDUCATION AND SERVICES

1970 RECOMMENDATION III: *Reference: See topical index 5, page*

+ + + + +

1971 RECOMMENDATION XIII (1): *That the State Board of Education give high priority to legislation and appropriations for adult education in the State.*

T.E.A. RESPONSE/ACTION: Since the passage of the Smith-Hughes Act, funds have been available for adult vocational education. The funds primarily have been used for providing training for apprentices, supplementary training for non-apprentices in industry and business, supervisory training, training for public service workers and a limited number of short-term preparatory workers in industry and business. In addition to this training, the high school vocational agriculture teachers as a part of their regular job assignment have provided instruction for farmers and ranchers. The agriculture specialist program conducted by instructors from A&M University has been made available by the use of state-reimbursed funds.

Likewise, regular vocational homemaking teachers have provided instruction for adults over the years and under present funding a limited number of full-time instructors are funded to conduct classes for disadvantaged adults as well as adults who are not disadvantaged.

For the past several years, the State Board has responded to the needs of training for adults. For example:

(1) The massive National Defense training for World War II industrial workers during the 1940-45 period
(2) Training for returning World War veterans
(3) Civil Defense training
(4) Manpower training
(5) Adult Basic Education
(6) Training for migrants
(7) Training for the fishing industries
(8) Training of vocational nurses, etc.

Because of limited funding, short-term and full-time preparatory programs for adults have been limited. The post-secondary programs in junior colleges, senior colleges, and Texas State Technical Institute provide preparatory programs for adults which were not previously available.

During the Regular Session of the Sixty-Second Legislature both the Senate and the House of Representatives passed bills to improve and expand adult education, however, neither of the bills was enacted into law.

The State Board has asked the Governor to open the Third Special Session of the Sixty-Second Legislature for consideration of authorizing legislation and state funds for adult education.

If legislation is not passed during the special session, it will be requested again during the Sixty-Third Legislature.

+ + + + +

1971 RECOMMENDATION XIII (2): *That the State Board of Education support a COMMITMENT to adult education and the establishment of a viable administrative structure at the state and local levels for adequate development and coordination.*

T.E.A. RESPONSE/ACTION: With the varied number of programs and adults being served in programs mentioned above, it seems unnecessary for the State Board to make a commitment to adult education, as recommended by the Council; however, the Board may desire to reaffirm a continued commitment to expand and improve education for adults.

On April 8, 1972, the State Board adopted a position statement on the community school concept which reaffirmed the role of the public school as a community center for people of all ages. This statement then reaffirms the State Board's position in support of adult education and challenges local school officials and Agency staff to serve all residents of local communities.

Because of the need to serve disadvantaged adults more effectively and to make studies of training for adults, a reassignment of an existing staff position was made and steps are to be initiated to find solutions to the further development of adult education.

It is the position of the staff that the present administrative structure is viable and responsive to the training of adults as evidenced by the varied programs mentioned above and the 330,221 adults being served through these programs.

If additional funds are forthcoming, the present structure can continue to be responsive; but as growth takes place, it may be necessary to add additional personnel.

+ + + + +

1971 RECOMMENDATION XIII (3): *That the State Board of Education review policies and procedures with a view to removing every barrier to adult participation in technical-vocational education programs at the secondary and post-secondary levels in order that total resources available be fully utilized.*

T.E.A. RESPONSE/ACTION: The staff will continue to seek to identify barriers and seek solutions to their removal. The major barrier as now recognized is the limitation of funds to provide programs and additional staff.

The State Board has sought funds for adult education from a number of sources other than through the State Legislature. The Board will continue to seek new sources and to make the best use of funds now available.

Additional funds will be requested from the Legislature during the next regular session.

+ + + + +

1971 RECOMMENDATION XIII (3a): *Programs should be offered on a part-time basis when adults are available.*

T.E.A. RESPONSE/ACTION: All apprentice, extension, or supplementary and short-term preparatory programs are presently operated on a part-time basis when facilities are available. There may be barriers if adults are available only when facilities are used for full-time students; however, it is doubtful local school officials will change schedules of full-time students in order to accommodate part-time adult students.

+ + + + +

1971 RECOMMENDATION XIII (3b): *Local administrators should review offerings to make certain that they are sufficiently comprehensive to serve individual needs and needs of the job market.*

T.E.A. RESPONSE/ACTION: Employed adults who need supplemental training to function more adequately in their job will participate in classes only if the instruction is specific and relates directly to their job assignment.

The offerings in any one school system depend upon facilities available and the need for specific training which either prepares a person for a job or increases his proficiency on his present job. Local school officials must identify the needs and design specific instruction to meet these needs. It matters little how comprehensive the offerings are in any school system unless specific needs are being met. Local school officials will be encouraged to identify all adult needs in their communities and provide the needed instruction in school and other facilities which can be utilized.

+ + + + +

1971 RECOMMENDATION XIII (3c): *Policies that restrict full utilization of vocational teaching personnel should be reviewed for correction.*

T.E.A. RESPONSE/ACTION: We are unaware of restrictive policies which prevent the full utilization of vocational personnel. In our efforts to determine the reason for this recommendation, we were told this came from a complaint by a vocational agriculture teacher who had been refused approval to teach welding in an evening school program. Vocational agriculture teachers are employed 12 months as full-time employees and are to provide instruction for adult farmers and ranchers as a part of their regular assignment without additional pay. It probably can be assumed that this vocational agriculture teacher desired to conduct classes in welding for industrial works for additional compensation. This would not be within operating procedure followed in vocational agriculture over many years. There is also the possibility that this teacher did not meet the requirements for approval to teach in the adult industrial program in welding because of lack of full-time experience as a welder.

Many persons can do satisfactory welding on flat work upon completion of courses in welding but are unable to do vertical, overhead, and pipe welding or welding on pressure vessels. For this reason, it is necessary to maintain the qualification standards now followed in approving teachers. We can and do reconsider statements of qualifications for persons who request us to do so. Hopefully, no one who is qualified will be refused approval.

+ + + + +

1971 RECOMMENDATION XIII (3d): *Adult Basic Education programs should be available to provide the necessary base for pursuing occupational training.*

T.E.A. RESPONSE/ACTION: We agree that Adult Basic Education should be available to all adults who need and will participate in such programs. The State Board of Education and its staff have continued to place undereducated adults as a high priority concern and have sought program funds from every available source.

+ + + + +

1972 RECOMMENDATION VI (1): *That the State Board of Education develop and support state legislation to provide adequate educational services to all adults in the state with request for adequate appropriations to implement resulting legislation.*

T.E.A. RESPONSE/ACTION: The State Board of Education concurs in the need for both enabling legislation and appropriations to provide adequate educational opportunities for undereducated and undertrained adults. Requests for such legislation were forwarded by the Board to the Sixty-Second Legislature, and

on March 11, 1972, the Board approved a recommendation to request the Governor to include such legislation in the anticipated Special Session. A similar request for both legislation and appropriations has been approved for submission to the Sixty-Third Legislature. In addition, $2.5 million annually has been included in the proposed next biennial budget, under existing legislative authority.

SUBSEQUENT ACTION: The Adult Education Act, HB 147, 63rd Legislature was passed and signed by Governor Briscoe, April 16, 1973. The State Board of Education approved an Adult Education Plan for implementation of HB 147 during a regular meeting on July 14, 1973. Further actions are being taken to implement the provisions of the act.

+ + + + +

1972 RECOMMENDATION VI (2): *Continue its commitment to adult education and strengthen the administrative structure at the state and local levels, to enhance the direction and coordination of educational experiences for adults.*

T.E.A. RESPONSE/ACTION: The State Board of Education concurs that the range of critical adult education and training needs justifies a continuing and increasing commitment to increased administrative and programmatic efficiency in utilizing a ailable resources. In order that the effect of recent administrative consolidation and coordination be fully assessed, and additional improvements be sought, steps will be taken to secure a study of the most appropriate agency-wide structure and program for meeting adult education needs.

+ + + + +

1972 RECOMMENDATION VI (3): *Form a broadly representative task force at the state level, and encourage the formation of similar task forces at the local level, to examine barriers to education and employment for adults and out of school youth and make recommendations to educators and employers concerning the removal of such barriers. An interim report of the task force should be submitted to the State Board of Education during the May 1973 meeting of the Board.*

T.E.A. RESPONSE/ACTION: It is the opinion of the State Board that certain barriers may indeed exist that impede the ability of public education in Texas to meet the full range of adult needs. However, the full range and characteristics of these barriers have not been sufficiently explored. The State Board suggests that the Advisory Council initiate a statewide study to identify specific problem areas that may be considered barriers to the education and employment of adults and out of school youth.

COUNCIL STATEMENT: *The Council would like to commend the State Board of Education, State Legislature, the Governor and others responsible for the passage of the Adult Education Act. This legislation was critically needed and will give positive direction to the development of Adult Education Services in the State.*

The Council will continue its study of Adult Education needs in the state and inform the State Board of Education of its findings and identify needs. Special attention will be given to Adult Education during Community Conferences planned for 1974.

Referencing Recommendation VI (3), every effort will be made to initiate the necessary investigation and study to identify the barriers to education and employment of adults and out of school youth. It will be necessary to call upon the resources at the state and local levels in this area to fulfill this responsibility.

7. PERSONNEL DEVELOPMENT

1970 RECOMMENDATION V (1): *The State Board of Education initiate a technical-vocational administrator internship program in the state.*

1970 RECOMMENDATION V (2): *The State Board of Education work for preparatory programs for school administrators to include study and experience programs in the history, philosophy and administration of technical-vocational programs, study of economic factors of a local community, the labor market serving the school, and the relations of these to the needs of students.*

1970 RECOMMENDATION V (3): *The State Board of Education make provision for the development of a series of regional seminars during 1970-71 for the attendance of the local school superintendent and his curriculum administrator from the school districts in the state with over 4,000 ADA. The seminars should also include junior college presidents and their deans of technical-vocational education. Seminars should utilize the best available talent in and out of the state in the area of education, technical-vocational education, manpower programs, labor market information, and the influence of those upon education programs.*

1971 RECOMMENDATION V-A: *That the State Board of Education assign a high priority to implementing Recommendation V (2) and (3).*

T.E.A. RESPONSE/ACTION: V (1)-Texas A & M University, in cooperation with the Department of Occupational Education and Technology of the Texas Education Agency, is participating in the 552 Leadership Development Program as per Part F of the Education Professions Development Act. Sixteen fellows will receive stipends plus dependent allowance, to pursue advanced degrees in the field of vocational education for a period not to exceed three years.

T.E.A. RESPONSE/ACTION: V (2)-On June 10, 1972, the State Board adopted new policies for the preparation and certification of school administrators. In the new policies it is stated:

- Each program for the preparation of the school principal shall include elements designed to provide competencies in the administration of special education, reading, career education, and vocational-technical education and;

- Each program for the preparation of the school superintendent shall include elements designed to provide competencies in the administration of special education, career education, and vocational-technical education.

The staff of the Department of Occupational Education and Technology will be available if authorized by the Board to assist approved teacher-education institutions in the development and evaluation of courses, designed to develop competencies for administration of vocational programs, which will be included in their preparation programs.

T.E.A. RESPONSE/ACTION: V (3)-A pilot school and college administrators' seminar entitled "The Use of Community Resources in Administering Technical-Vocational Education" was held in Longview on February 1, 1972. More than 50 school administrators and curriculum directors, deans of schools of education, junior college presidents, and deans of technical-vocational education participated. The evaluation indicated the seminar to be beneficial. The staff has planned a series of seminars during the 1972-73 school year beginning September 19. Consultants, from in and out of state, knowledgeable of manpower programs, labor market information, and technical-vocational programs would be used in the

seminars. A schedule of seminars to be held during the 1972-73 school year is attached.

SUBSEQUENT ACTION: The seminars were conducted throughout the state and completed in October 1972 and the final report on the seminars is pending.

+ + + + +

1970 RECOMMENDATION VIII (1): *That the State Board for Vocational Education in cooperation with the Coordinating Board on Higher Education establish a consortium to include higher educational institutions with vocational teacher preparation programs for the purpose of training technical-vocational teachers.*

1970 RECOMMENDATION VIII (2): *Programs of industry/education cooperation to provide qualified teachers and to keep the teachers updated in their skills.*

1970 RECOMMENDATION VIII (3): *Institutions of higher education with vocational teacher preparation programs should involve employers in laboratory and internship programs for training.*

T.E.A. RESPONSE/ACTION: A design for the implementation of paragraphs 1, 2, and 3 of Recommendation VIII is being developed for consideration by the State Board.

A task force with representatives from vocational teacher training institutions, secondary and post-secondary institutions conducting vocational-technical programs, Education Service Centers, and the Texas Education Agency is developing a model for implementation of paragraph 1 of the recommendation.

+ + + + +

1972 RECOMMENDATION VII (2): *That consortium and other relationships be further developed and implemented between institutions with teacher preparation programs in order to make professional development activities of such institutions readily available to teachers and as convenient to the majority as possible. That credit for such training and transfer of such credit be facilitated to the end that professional development of the highest quality utilizing the most capable personnel will be available to the maximum number of personnel.*

T.E.A. RESPONSE/ACTION: The State Board is encouraging the further development of consortia by funding proposals presented through them. In response to requests for teacher training locally available, the Board has responded by providing it to an extent limited only by availability of resources. Examples are an itinerant teacher trainer based at North Texas State University to serve Northeast Texas' post-secondary teachers; teacher training courses offered by Texas A & M at Houston Community College, Wharton County Junior College, Gulf Coast Trade Center (New Waverly, Texas); and by Sam Houston State University at San Jacinto College and College of the Mainland. The proposals for teacher training that provide resident credit are given preference. Resident credit is readily transferable among institutions accredited by the Southern Association.

+ + + + +

1972 RECOMMENDATION VII (3): *That teacher training institutions and federations strengthen their working relationships with industry and employers to the end that maximum input is gained from these sources to make professional develop-*

ment activities realistic and current.

T.E.A. RESPONSE/ACTION: The Board implements this recommendation insofar as possible by influence and persuasion. It has no direct authority over the prerogative of the teacher training institutions.

SUBSEQUENT ACTION: Approval of a proposal to develop the North Texas Federation of Teacher Training Institutions for Vocational-Technical Teacher Education.

The Advisory Council for Industry/Business and Education Personnel Exchange was formed to study and make recommendations to the Department of Occupational Education and Technology concerning exchange of Vocational Education personnel with industry and business.

The Council body will be comprised of (1) three representatives from institutions with approved vocational-technical education teacher preparation and in-service programs, (2) ten representatives from industry-business, (3) two representatives from public school occupational education programs, (4) two representatives from post-secondary vocational-technical education programs, (5) one vocational education student leader, and (6) two members representing the public.

The State Coordinator of Industry-Business and Vocational Education Personnel Exchange will serve as Executive Director of the Council.

Members of the Council were appointed for terms of one year by the Association Commissioner for Occupational Education and Technology.

The first meeting was held October 26, 1973.

See 1970 Recommendation VIII (2) of this section.

+ + + + +

1971 RECOMMENDATION VIII-A: *That there be established within the Department of Occupational Education and Technology, staff position(s) to perform the coordinative and leadership roles for education personnel development in the field of technical-vocational education and for coordination within the Texas Education Agency with other education personnel development activities.*

T.E.A. RESPONSE/ACTION: A staff position has been approved and a member of the existing staff has been assigned to this position.

This staff member will coordinate development, implementation, and evaluation of all technical-vocational teacher education. Establishment of consortia for the purpose of providing preparation for professional improvement of technical-vocational personnel will be of high priority. A second priority of this office will be to implement a coordinated, planned, and cooperative teacher-education system which will:

- Bring about effective communications within institutions; between departments of the institutions; and between institutions, the Department of Occupational Education and Technology, and other principles involved in preparation and improvement of technical-vocational personnel.

- Provide for continuous review of certification requirements to ascertain that requirements are producing personnel with optimum qualifications.

- Keep preparation programs related to areas of preparation.

- Provide for strengthening and expanding in-service education activities to redirect and upgrade existing programs.

+ + + + +

1970 RECOMMENDATION VIII (4): *That teaching experience credit be given for related non-teaching work experience in determining salary schedules of technical-vocational teachers.*

T.E.A. RESPONSE/ACTION: The Recommendation VIII (4) was rejected and returned to the Advisory Council.

+ + + + +

1971 RECOMMENDATION VIII-B: *That the State Board of Education initiate a study to determine such factors as: limits which should be placed upon such work experience, criteria to be used in determining the usefulness of the work experience, the resources necessary to implement such a system and other factors which would be involved in implementation.*

T.E.A. RESPONSE/ACTION: It is the opinion of the staff that allowing vocational education teachers to count prior work experience for teaching experience for pay purposes might also involve teachers other than just vocational. Therefore, it is suggested this recommendation be referred to the State Board Committee on Finance to be included in their overall report to the State Board. In addition, a committee has been appointed by the Department of Occupational Education and Technology to carry out the other provisions of this recommendation. The committee is in the process of designing a survey instrument to be utilized in collecting information for implementation.

+ + + + +

1972 RECOMMENDATION VII (1): *That the State Board of Education take the necessary action to award tenure credit for pay purposes to teachers of vocational subjects and other disciplines who have non-teaching work experiences that enhance their value in their assignment.*

T.E.A. RESPONSE/ACTION: The committee studying this matter, which was presented as Recommendation VIII-B in the Advisory Council's Second Annual Report, has not concluded its deliberations. The committee feels that the administration of such a policy presents some inordinate difficulties and, unless adequate safeguards are built in, it will be subject to abuse. Because of the far-reaching implications of such a policy the committee feels that lightly considered, precipitate action would be fraught with danger. It will, therefore, continue its investigation by providing interested parties a hearing and considering all alternatives. The committee will make a recommendation to the Board after concluding that adequate weighing of the factors in the case has occurred.

SUBSEQUENT ACTION: In its March 10, 1973 meeting, the State Board rejected Recommendation VII (1).

+ + + + +

1970 RECOMMENDATION XII: *That the State Board make special efforts to provide as much direction through in-service education and other supportive*

services as possible, to enhance the effectiveness of these ancillary units in the meaningful development and growth of technical-vocational education in the State. The headquarters staff of the Department of Occupational Education and Technology should take the leadership in utilizing the resources of the field staff, applicable services of Education Service Centers, employers and other groups in support of local school districts and their efforts to improve their programs in technical-vocational education. The Council supports staff increases to perform these services.

T.E.A. RESPONSE/ACTION: This recommendation is being implemented insofar as possible by the present staff. Additional staff needs are under study.

A two-year pilot project was approved by the Agency for the development of a model program of placement and follow-up for secondary school students in the Bryan Public Schools.

The Texas Education Agency contracted with the Texas State Technical Institute for implementation of a Texas Guidance Information Program (S.O.S.) which surveyed students currently participating in vocational-technical education programs in public post-secondary institutions. A second follow-up study will be made of the same students six months after graduation.

+ + + + +

1971 RECOMMENDATION XII-A: *That the State Board of Education give high priority to in-service activities with these personnel with special emphasis on the "supply-demand" aspects of the education product and effective utilization of local advisory committees and councils.*

T.E.A. RESPONSE/ACTION: During this past school year, in-service activities were conducted for local directors in an effort to prepare them to be more effective local leaders of vocational education. Following are listed topics which were covered in the midwinter conference for local directors:

(1) The role of the local supervisor as the instructional leader for vocational education
(2) The role of the local supervisor in supervising cooperative programs
(3) The role of the local supervisor in working with advisory committees
(4) The supervisor's role in evaluating local programs
(5) The supervisor's role in public relations for vocational education
(6) The supervisor's role in school shop safety.

The effective use of local advisory committees is essential in the operation of a local vocational program; however, many local directors or supervisors do not make full use of these committees. The staff will continue to provide in-service activities as needed which, hopefully, will provide the local directors or supervisors with information as will enable them to make full use of advisory committees. During the coming year, a guide will be developed and distributed on the use of local advisory committees.

During this past school year, a survey was made to determine what tests were being administered by vocational counselors and what problems they had in securing funds to purchase materials needed. If funds can be made available, it is believed the vocational counselor will be able to be more effective in assisting students to select programs for which they are best suited, thus, the supply of a better qualified graduate for the labor market. During the coming year, it is our plan to revise and publish the Vocational Counselor's Guide which should be useful in making

the counselor more effective.

In-service activities will be continued this year in our efforts to provide leadership for and development of local supervisors and counselors. Hopefully, the staff can be effective in getting local ancillary personnel to improve the quality of the education product. Particular emphasis will be placed on the development of survey information about the demand for qualified graduates and the supply of these graduates with skills for the job market.

+ + + + +

1972 RECOMMENDATION VII (4): *That continued emphasis be given to intensive in-service training for technical-vocational ancillary personnel to most effectively relate the local educational experiences of the individual to the needs of the community with special emphasis upon local advisory committees and labor market supply/demand information.*

T.E.A. RESPONSE/ACTION: Continued emphasis will be given to in-service training for technical-vocational ancillary personnel.

+ + + + +

1972 RECOMMENDATION VII (5): *That provisions be made to utilize post-secondary institutions that prepare individuals for work in less than baccalaureate occupations ... ive teachers, coordinators, counselors, and ancillary personnel explorati... and upgrading experiences in a variety of preparation programs; that these ... ources be used by institutions with teacher preparation programs as learning and intern resources as appropriate.*

T.E.A. RESPONSE/ACTION: This is being implemented now with internships at community colleges for potential teachers, with on-the-spot courses for community college teachers, and with an itinerant teacher trainer. Some of this is experimental -- an effort to find the most effective way of meeting this need.

+ + + + +

1972 RECOMMENDATION VII (6): *That there be a study and review of the dichotomy between the credentialing of technical-vocational teachers at the secondary and post-secondary levels and that action be taken to rectify the differences in the approval and credential requirements and practices to the end that those being trained be best served.*

T.E.A. RESPONSE/ACTION: The difference between certification requirements for secondary and post-secondary schools exists because post-secondary schools abandoned the secondary certification requirements some years ago. The present system does not seem to be a deterrent to the operation of either type of institution. Unless a good case can be made for change, there seems to be no reason to alter the system.

SUBSEQUENT ACTION: In its March 10, 1973 meeting, the State Board rejected Recommendation VII (6).

COUNCIL STATEMENT: *The Council is aware of not only the comprehensiveness of personnel development but that the State Board of Education must work with other agencies, institutions and others to exert influence on the overall development of personnel.*

Referencing Recommendation V (2), the Council commends the Board for the policies for the preparation and certification of school administrators that was approved June 10, 1972. In a survey conducted by the Council in June 1973, the response on the part of institutions ranged from reasonably aggressive action to very little action and for the most part the action to date is inadequate to accomplish the desires of the Council in this critical area. (See report of survey in Studies Section of this Report.)

Referencing Recommendation V (1 and 3) the Council has followed with interest the EPDA program at Texas A & M University and commends the leadership in the Texas Education Agency and Texas A & M University for their efforts. The seminars conducted during 1972 made a substantial contribution to awareness and directions on the part of education leaders around the state.

The consortium and other relationships that have developed in Texas in recent months are encouraging. It is believed that the position suggested in Recommendation VII-A and which was established by the State Board of Education is critically important. It is hoped that a well qualified individual can assume this position which is now vacant and fulfill the responsibilities outlined in the T.E.A. RESPONSE/ACTION to this recommendation.

Reference is made to Recommendation VIII (4) 1970; VIII-B 1971 and VII (1). The Council is aware of difficulty involved in developing policy to implement such a policy on tenure credit for pay purposes to teachers of vocational subjects who have work experiences that enhance their value in their assignment. However, the evidence continues to build that would justify such action. Many vocational teachers are not available at the salaries provided in the foundation school program because of the demand for their services in other segments of the economy. Each year more vocational units that are allocated, especially in certain industrial and technical areas, are returned because local educators cannot hire an acceptable instructor. There are reports of local districts paying as much as 60% above salary schedule in order to hire a teacher. To continue to ignore this critical need will mean that trained workers in many critical areas will not be prepared. It is understood that the Texas Education Agency study committee on this subject is still working and it is hoped that the work of the committee can be made available to the Council for further study.

Reference is made to Recommendation VII (6) 1972. The Council believes there is need for examination and study of the dichotomy referenced. The fact that it exists and is the source of problems would seem to be justification for such examination and study. The principal motivation in this recommendation is the reluctance of instructional personnel to comply with secondary certification requirements as post-secondary institutions contract with secondary institutions. Reluctance to contract deprives students of occupational preparation opportunities and tends to create a duplication of resources. Perhaps the increased availability of opportunities for instructional personnel to participate in certification courses may tend to minimize this problem, but it should be examined and studied.

8. POST-SECONDARY INSTITUTIONAL SUPPORT

1970 RECOMMENDATION XI: *That the student contact hour formula for the funding of all post-secondary technical-vocational education be refined, improved and changes made in the formula rates to adequately fund technical-vocational education programs. Further, that provision be made and funds provided for approval on a project basis of special programs to meet particular needs within the service area of an institution.*

That the Texas Education Agency devise and require a uniform cost accounting system which will display all elements of cost in technical-vocational education. Information gathered from this system would be used for management and planning.

T.E.A. RESPONSE/ACTION: Studies to determine the cost of post-secondary vocational education were conducted by the Advisory Council for Technical-Vocational Education and by the Texas Junior College Association. Rates for funding various programs were calculated from these studies. Those rates identified by the Advisory Council were accepted by the State Board and were used by the Agency in preparing budget recommendations to the Legislature. The post-secondary staff will begin another Cost Study in September 1971 to refine present formula rates.

The post-secondary staff of the Texas Education Agency is studying various methods by which junior colleges and other post-secondary institutions may display indirect, as well as direct, elements of cost and thus receive credit for the true fiscal effort going into vocational education. A uniform cost accounting system is also being studied, but it is anticipated that development of a system will require at least two years.

+ + + + +

1971 RECOMMENDATION XI-A: *That the State Board of Education assign a high priority to the development of the uniform cost accounting system and until such time as this system is operational that a contract be negotiated for maintaining and keeping current the established data base on costs as established in the Advisory Council Study.*

T.E.A. RESPONSE/ACTION: A study was conducted to determine all costs of junior college education, and formula rates from this study were used to determine appropriation requests to the special session of the Sixty-Second Legislature.

A second cost study will be conducted during the summer of 1972 in order to maintain a current data base of costs.

The staffs of the Texas Education Agency and the Coordinating Board, Texas College and University System, and a committee of the Texas Public College Association are cooperating in the study. A contract for this purpose is not required at this time as staff time and support services are adequate for present requirements.

+ + + + +

1972 RECOMMENDATION VIII (1): *That technical-vocational programs at the post-secondary level be supported at a funding level not less than that accorded to university parallel programs in relating the level of reimbursement to the total cost.*

T.E.A. RESPONSE/ACTION: Formula rates which are the basis for legislative requests for

academic and vocational programs were derived from a cost study which was conducted by the Texas Public Junior College Association in cooperation with the Coordinating Board, Texas College and University System, and the Texas Education Agency. The Legislature has been requested to fund technical-vocational programs at 100% of the formula rates.

The Coordinating Board, Texas College and University System, will also request 100% funding for university parallel courses.

+ + + + +

1972 RECOMMENDATION VIII (2): *That the student contact hour formula continue to be the basis for reimbursement for technical-vocational programs in post-secondary institutions, that the formula utilized for reimbursement of institutions include the following elements of instructional cost:*

(a) General Administration
(b) Student Services
(c) General Institutional Expense
(d) Staff Benefits
(e) Instructional
(f) Learning Resources

T.E.A. RESPONSE/ACTION: The cost-study referred to in 1 above included the six elements of cost cited in the recommendation. The formula rates and resultant line item amounts recommended to the Legislature include these elements of cost.

+ + + + +

1972 RECOMMENDATION VIII (3): *That discretionary funds be appropriated to the State Department of Education for utilization by post-secondary institutions, for capital investment in new high cost programs and for the updating of equipment and redirection of high cost programs.*

T.E.A. RESPONSE/ACTION: Appropriation requests to the 61st and 62nd Legislature included a contingency fund to be used to implement new programs at post-secondary institutions, however, the Legislature did not appropriate funds for this purpose.

+ + + + +

1972 RECOMMENDATION VIII (4): *That study and work continue on the development of a uniform cost accounting system that displays all elements of cost in technical-vocational and occupational programs in post-secondary institutions, and that such systems be implemented statewide, not later than September 1974.*

T.E.A. RESPONSE/ACTION: The Joint Committee, consisting of three members from the State Board for Vocational Education, three members from the Coordinating Board, Texas College and University System, and three members from the Advisory Council, at its meeting on January 25, 1972, recommended that a task force be appointed to develop a uniform cost accounting system. Texas Education Agency and Coordinating Board staff members were assigned to the task force.

The Coordinating Board staff, as well as members of the Public Community College formula Advisory Committee, have indicated the Financial Reporting System for Public Jr. Colleges in Texas (Revised April 1971) is adequate for their needs.

COUNCIL STATEMENT: *The Council is pleased with progress that has been made in many areas of Post-Secondary Institutional Support. The cost studies have obviously improved and the Legislature has incorporated additional elements of instruction costs in the student contact hour formula, which is most encouraging.*

The concern of the Council continues in the need for discretionary funds for initiation and upgrading of high cost programs in order that the industries requiring workers trained in these programs would not suffer and thereby create damaging deficiencies in our overall economic system.

The concern of the Council for a uniform cost accounting system that displays all elements of cost persists. There seems to be confusion between the cost accounting system, cost studies and the financial reporting system for junior colleges. All are related but distinctive. It is hoped this critical need will be reviewed and positive action taken to carry out Recommendation XI, 1970, Recommendation XI-A, 1971 and VII (4), 1972.

9. PUBLIC SCHOOL OCCUPATIONAL PROGRAMS

1971 RECOMMENDATION XIV (1): *That special attention be given to vocational agriculture and homemaking in smaller school districts (under 300 HS ADA), to make the programs as comprehensive as possible. Redirect the programs to combinations with cooperative and pre-employment aspects wherever possible.*

T.E.A. RESPONSE/ACTION:

Vocational Agriculture - During the 1970-71 school year, there were 646 vocational agriculture programs in Texas schools with enrollments less than 300 high school ADA. Ninety-three (93) of these had been redirected and were operated as combination units, either as cooperative or pre-employment in combination with production agriculture programs. Twenty-three (23) of the above 646 programs are not in operation this current school year and 29 additional were redirected and are operating as combination units.

With the addition of a pre-employment program in General Agriculture Mechanics, it is believed there will be good opportunities to redirect some of the remaining 501 production agriculture units in schools with ADA ranging from 100-300, provided facilities can be made available. The lack of training stations for cooperative training programs and facilities for pre-employment laboratory programs are constraints in redirecting programs in small schools.

It is expected that the trend to discontinue programs in schools with less than 100 high school ADA and consolidations will eliminate some of the present programs. The staff will continue to encourage local school officials to redirect programs and to make curriculums in production agriculture as comprehensive as feasible.

Vocational Homemaking - There are 561 school districts that have 300 or less ADA operating homemaking education programs. Of these schools, 77 have fractional units (1/2 or 3/4), 397 have one unit, and 87 have multiple units (1-1/2, 1-3/4, or 2). There are gainful employment programs in four schools having one unit and 17 schools having multiple units. Schools having multiple units will continue to be encouraged to develop gainful employment programs where feasible.

The Amendments to the Vocational Education Act of 1963 specify that vocational training be "of high quality, which is realistic in the light of actual or anticipated opportunities for gainful employment..." In many small communities there are not enough high quality training stations for training students in cooperative education. The expense of building and equipping a pre-employment laboratory for one cluster of occupations is prohibitive in cost for the small number of students who might participate in the program.

As an alternative to redirecting all small schools to combination cooperative or pre-employment programs, homemaking teachers are being encouraged to give more attention to preparation for employability by helping students (1) develop personal qualities needed for successful employment, (2) become acquainted with the world of work, (3) develop respect for work of all kinds, (4) explore job and career opportunities, and (5) develop skills in useful homemaking classes which would be marketable.

+ + + + +

1972 RECOMMENDATION IX (4): *That special attention continue to be given to vocational agriculture and homemaking in smaller school districts (under 300 HS ADA) to make the programs as comprehensive as possible. Redirect the programs to become combinations with cooperative and pre-employment programs when possible.*

T.E.A. RESPONSE/ACTION: In a previous response to the Advisory Council's recommendation regarding homemaking and agriculture in small schools, the State Board described the efforts and plans to redirect these programs. This effort was initiated prior to the formation of the Advisory Council because such redirected programs serve the needs of some students more effectively than traditional programs. Continued efforts will be made to redirect these programs.

+ + + + +

1971 RECOMMENDATION XIV (2): *That all vocational teachers be encouraged to cooperate with and be supportive of information, orientation, exploration and other aspects of career development in all phases of the education system.*

See 1972 Recommendation IX (8), page 97.

T.E.A. RESPONSE/ACTION: All vocational teachers are being encouraged to participate in career development. A number of steps have already been taken in career development and now particular emphasis will be placed on the further development of career education as needed for awareness in K-6, and exploration 7-9, as well as specific career preparation 10-12. The goal will be to provide as much information about the world of work as is feasible to all students while they are enrolled in the public schools.

Initial steps have been taken to prepare the state staff to assume their role of leadership in career development. Some curriculum materials contain information pertinent to career development. For example, homemaking curriculum guides published since 1957 have encouraged teachers to explore with students the careers which are related to each area of instruction in homemaking, career ladders and lattices in each area of homemaking have been used in in-service education conferences to show teachers employment opportunities for students in semi-skilled to skilled jobs. Orientation to the World of Work, Parts I and II, are curriculum guides available for teachers to use in both the regular homemaking classes as well as the gainful employment courses.

Initial steps have been taken through in-service workshops for state staff, local directors, and teachers to develop the concept of career education. Additional workshops this spring and next summer will be used in the further development of career education to prepare all participants to assume a more active role in this attempt to change the curriculum to better serve the students enrolled in the public schools.

Occupational education teachers will be encouraged to be of service to other teachers and school officials by providing bibliographies of informational materials, film strips, displays, brochures, and other materials which may be used in career development. Occupational teachers and State staff are being encouraged to make themselves available to serve on discussion panels and as speakers to present information on career development.

+ + + + +

1971 RECOMMENDATION XIV (3): *That local education planners be encouraged to review local vocational programs for improvement in comprehensiveness, accessibility and quality between campuses within school districts and between neighboring school districts.*

T.E.A. RESPONSE/ACTION: The comprehensiveness, accessibility, and quality of programs should be improved when schools use the state evaluation

instruments for each vocational education program on each campus in a school district. In addition, the "Annual School District Plan for Occupational Education Programs" is designed to help local education planners set priorities and goals for the improvement of local programs.

Some effort has been made to develop local directors and supervisors to function more effectively. Additional effort will be taken to further develop local supervisors and directors in regard to comprehensiveness and accessibility of vocational programs. In addition, the state staff will concern itself with quality and comprehensiveness of programs in program visitations and in-service workshops.

Local school officials will be encouraged to make use of instruction by contract with other public schools, post-high school institutions, and private schools to make occupational training available to interested students.

+ + + + +

1971 RECOMMENDATION XIV (4): *That state leadership work with local education leaders to further develop the "cluster concepts" in vocational education offerings and the involvement of community resources to support fully such efforts. The Environmental Technology program is an excellent example of this concept.*

T.E.A. RESPONSE/ACTION: The CVAE pre-employment laboratory programs are utilizing the cluster concept of teaching. There are also a few regular vocational industrial education courses that are adaptable to the cluster concept. These regular courses are building trades, metal trades, and electrical trades. Many of the regular vocational industrial education courses, however, are of a highly specialized nature and do not lend themselves to a cluster concept approach.

The vocational state staff is continuing to work with local education leaders to further develop and expand the cluster concept through the CVAE program. Currently homemaking education operates two programs which include clusters of occupations that are related to the instructional areas. These are home economics cooperative education which includes twelve approved occupations and Coordinated Vocational-Academic Education which includes occupations in four clusters--food service, clothing services, home furnishings, and housekeeping management.

If programs are to be of high quality, realistic, and effective, we do not believe in clustering unrelated occupations because the teacher would not have the educational background nor experience to provide students with the technical subject matter required for success on the job.

The entire instructional curriculum in the vocational office education programs is based on the "cluster concepts" of vocational training. All office occupations are clustered in ten basic core clusters. At the secondary school level, the training provided is sufficiently broad that it will apply to all occupations within that cluster, rather than being only for one specific occupation. Over 90% of secondary school enrollments in vocational office education fall within only four of the basic ten clusters. The clusters used are those originally developed in the U. S. Office of Education Taxonomy.

The pre-employment laboratory programs in distributive education are a cluster concept in that information taught is basic to the field of distribution, while the distributive education cooperative program is specific job training. Vocational agriculture in grades 9-12 deals with Animal Science, Soil Science, Agricultural Management, and leadership training which is basic and taught as clustered informa-

tion needed for occupations in agriculture.

In all the cooperative programs and other pre-employment programs, community resources are used and have been used for many years. There is one area which needs consideration and emphasis particularly. That is, the use of local advisory and craft committees. The state staff will continue to encourage the use of these local resources. It is our judgment that the failure of local schools to make use of local committees probably is the greatest weakness in local program operation.

+ + + + +

1971 RECOMMENDATION XIV (5): *That the State Board of Education initiate a study of pre-employment vocational programs in the secondary schools to determine the feasibility of starting exploratory and/or skill training below the eleventh grade in order to reach students earlier in their school experience, and perhaps to provide more flexibility within the school curriculum.*

T.E.A. RESPONSE/ACTION: At the present time, Vocational Agriculture I and II and Homemaking I and II provide basic information below the 11th grade and serve as prerequisites to more advanced courses. Since basic sciences are taught in these beginning courses and does provide exploration, it is assumed the above recommendation primarily was intended for other vocational programs.

The vocational office education program is developed in such a manner that it is intended to take its place on top of the previously existing business education program in Texas high schools. It is based entirely on the basic skills and general office education information acquired by the students in prior business education courses, some of which are prerequisites for the vocational office education program.

The pre-employment laboratory program in distributive education is being established in some high schools and 10th grade students enrolled presently are acquiring exploratory and skill training. If the present programs prove to be beneficial, other schools will be encouraged to establish pre-employment programs in distributive education for 10th grade students.

For a number of years, vocational industrial education programs have enrolled 10th grade students. Numerous schools do permit students to take three years work in a vocational industrial subject. Primarily, the vocational industrial courses are designed as two-year programs and where students enroll as 10th graders, many are unable to schedule their enrollment for the third year in their 12th grade. Some of these then drop out of school and others who stay in school acquire other interests and do not pursue employment in the occupation for which they secured training in the 10th and 11th grades.

Experience indicates both advantages and disadvantages in providing instruction to 10th grade students in industrial education. We believe the local school officials are in the best position to determine whether or not 10th graders should be enrolled and that the present option for beginning enrollment at either the 10th or 11th grade is satisfactory.

The CVAE programs provide pre-employment programs for students who qualify in grades 7, 8, and 9. These programs do provide exploratory and basic skill training which prepare students for the regular pre-employment programs.

It is the opinion of the staff that the disadvantages outweigh the advantages in enrolling students below the 10th grade in regular programs where the objective is

employment in an occupation upon completion of the program.

+ + + + +

1971 RECOMMENDATION XIV (6): *That consideration be given to the initiation of bilingual programs in vocational education and other actions necessary to adjust for language and cultural differences in appropriate areas of the state.*

See 1972 Recommendation IX (9), page 97.

T.E.A. RESPONSE/ACTION: The vocational office education program has developed and is now conducting a bilingual program in office occupations at Brownsville and Laredo.

These programs are currently available only for the Stenographic and Secretarial occupations, but it is planned to expand the program to other office occupations in the near future. It is anticipated that this program will expand to secondary schools in El Paso, McAllen, Edinburg, Harlingen, San Antonio, Houston and similar cities in which there is sufficient number of firms doing an export-import business with Mexico to justify the program.

It is also anticipated that some students in distributive education will need to be bilingual, particularly in South Texas and El Paso where employment requirements exist and both English and Spanish are essential.

One of the standards for the instructional program in homemaking education reads as follows:

> Instruction shall be based on the needs, interests, and concerns of individuals and families served, with special consideration given to the social, cultural, and economic conditions of the community.

Efforts will be continued to establish and adjust vocational course content to meet the needs of students insofar as language, social, cultural, and economic conditions vary from parts of the state or community needs in particular areas of the state.

+ + + + +

1971 RECOMMENDATION XVI: *That the State Board of Education establish a task force of educators and employers at the state level, involving other agencies and groups, to examine barriers and recommend corrective action and that local education agencies be encouraged to take similar action on the local level.*

T.E.A. RESPONSE/ACTION: The Texas Education Agency has an agency-wide committee that was organized and is functioning in answer to a court order entitled Civil Action Number 5281, United States District Court, Eastern District of Texas, Tyler Division. The court order involves many of the same factors the Advisory Council is concerned with in Recommendation XVI which is basically involved in removing the barriers to equal education and equal employment rights for all. The Department of Occupational Education and Technology is represented on this task force and has made various contributions to that part of the court order pertaining to occupational education. The staff believes it is better to work through this ongoing agency-wide task force rather than establish another just within the Department.

+ + + + +

1972 RECOMMENDATION IX (1): *That current pre-employment occupational programs be coupled with cooperative part-time programs by making provisions for*

(a) one hour per day instruction in an industry/cluster to provide the student with introductory skills, backgrounds, et cetera, at the 9th grade level; utilizing the total instructional resources available.

(b) pre-employment laboratory experinces be provided for two hours per day at the 10th and 11th grade levels; and

(c) every effort be made to place students in cooperative part-time training programs during the 12th grade.

T.E.A. RESPONSE/ACTION: In vocational industrial pre-employment programs, students may now be enrolled in 10th and 11th grades three hours per day and continue in a cooperative program in the 12th grade if a training station can be secured. As an alternative, the student may continue in a three-hour pre-employment program in the 12th grade. Years of experience have proven this to be a satisfactory sequence. Admittedly, in the 10th grade, a few students enrolled find they are not suited for or interested in the occupation. They are permitted to change to another course which may be of interest.

One-hour programs followed by two-hour programs in 10th, 11th, and 12th grades were tried in Amarillo and Lubbock and in several out-of-state school systems. They were found to be unsatisfactory and unproductive.

The State Board agrees with the Advisory Council that the cooperative program is desirable at the 12th grade level. There are many occupations, however, for which schools cannot provide pre-employment programs to serve as prerequisites.

Some pre-employment programs are not satisfactory on a two-hour basis because of time and space requirements. For example, bricklaying programs require time for students to change clothes at the beginning and end of the class, prepare mortar, and clean up. The balance of the time is used for productive class instruction; thus, a three-hour class period provides for approximately twice as much productive instruction as a two-hour class period. Additional space for production jobs for three two-hour classes per day would be prohibitive for most school systems in a number of occupational areas. Exceptions might be drafting and commercial art, while building trades, bricklaying, automobile mechanics, and others do not operate satisfactorily on two-hour periods.

The recommendation is not acceptable from a time and credit standpoint. A student would earn a minimum of 7 or 8 vocational units of credit (almost 1/2 of his high school credits.) This would have the effect of limiting academic training in math, science, and the communication skills so essential for employment.

For the above reasons, and the fact that no research is available to support the recommendation and ample experience indicates a more satisfactory mode of operation, this recommendation is not acceptable at this time.

SUBSEQUENT ACTION: The State Board returned Recommendation IX (1) for further study and/or clarification.

+ + + + +

1972 RECOMMENDATION IX (2): *That provisions be made to provide intensive occupational preparation for students desiring and planning to leave school*

prior to graduation.

T.E.A. RESPONSE/ACTION: The recommendation, if accepted, would encourage students to drop out of school before they have attained an employable age. It has been demonstrated that, if offered in the upper high school grades, enrollment in occupational education is a deterrent to students leaving school before graduation. We, therefore, disagree with this recommendation for all students.

A more desirable plan would be to increase the training concentration in CVAE programs to more adequately prepare over-age students for employment. One objective should be to motivate such students to stay in school rather than to drop out. There is also the problem of time in students' schedules which does not permit more concentration without making it impossible for them to acquire basic education in math, science, etc., which are desirable and essential for employment in the skilled occupations.

SUBSEQUENT ACTION: Returned to the Council for further study.

+ + + + +

1972 RECOMMENDATION IX (3): *That current cooperative part-time programs be developed with at least one year of pre-employment laboratory experience prior to the cooperative experience, as appropriate.*

T.E.A. RESPONSE/ACTION: In the industrial cooperative program it is not feasible to provide pre-employment programs in most of the occupations included in the cooperative programs. There are some students who can acquire some skills in a pre-employment program who later enroll in industrial cooperative programs and make use of their acquired skills.

In the health cooperative program, it is more desirable for students to enter the program with biology and other science courses rather than with training in a pre-employment skill.

In all vocational office education programs, first year typing is a prerequisite and shorthand and bookkeeping are additional prerequisites for stenographic, secretarial or bookkeeping and accounting occupations. The above courses generally are acquired in nonreimbursed courses. Where there are combination two-year programs, the above courses are prerequisites and there is a double period, block-time pre-employment laboratory program to develop the skills desirable for entrance into the cooperative program for 12th grade students. This procedure is satisfactory and should be continued.

In agriculture and homemaking cooperative programs, it is not practical to set up for pre-employment programs as prerequisites to entry into training for specific jobs in a cooperative program. The present production agriculture and useful homemaking programs presently provide basic knowledge which is of value to students who enroll in the cooperative programs.

The pre-employment programs in distributive education provide basic information of value to students entering the distributive education cooperative program. In these pre-employment programs, the instruction must be general in nature rather than be concentrated for specific occupations.

To make pre-employment training a prerequisite for entering the distributive education cooperative program would impose problems of scheduling. Such complications

would result in the reduction of enrollment in the cooperative program.

+ + + + +

1972 RECOMMENDATION IX (5): *That consideration be given to establishment of cooperative part-time diversified occupation program units in school districts that are not of sufficient size to provide comprehensive offerings in occupational programs.*

T.E.A. RESPONSE/ACTION: If this recommendation was accepted, it would be in conflict with the Council's recommendation to redirect agriculture and homemaking programs in the small schools. The opportunities to provide sufficient training stations in the rural communities are so limited that it is not practical to establish or maintain a full cooperative program, even though it is established as diversified occupation programs.

It is assumed the Council recognizes the need for some students in the small school to continue in production agriculture and useful homemaking. The Council has not recommended the closing of these programs. The State Board agrees that some programs need to be redirected to utilize the limited cooperative training opportunities available.

Experimental programs could be considered in a few small school districts willing to redirect their agriculture and homemaking programs. Cooperative training stations would include stations other than those normally in agriculture and homemaking cooperative occupations.

SUBSEQUENT ACTION: During the 1973-74 school year, five Multiple Occupational Cooperative part-time programs were established on a pilot basis. The objective is to expand the training opportunities for students in smaller communities of the state without adversely affecting existing vocational programs in the community.

+ + + + +

1972 RECOMMENDATION IX (6): *That recommendations made in (4 and 5) above be related to recommendations made in II (6) in such a manner as they can compliment and supplement each other to enhance the delivery of occupational preparation experiences to a maximum of students throughout the state, especially in rural and sparsely populated areas.*

T.E.A. RESPONSE/ACTION: Recommendation IX, Parts 4 and 5, and II, Part 6, propose questionable solutions to the problem of providing occupational instruction in the rural and sparsely populated areas of Texas. In the absence of adequate data regarding the problem and the proposed solution, it is doubtful satisfactory results could be attained. The State Board of Education feels it is not appropriate to pursue the recommended course of action. Experimentation and exploration within available resources are more satisfactory procedures to follow in seeking solutions to the problem.

+ + + + +

1972 RECOMMENDATION IX (7): *That the State Board of Education cause to be established an ad hoc task force broadly representative of local educators and employers throughout the state to examine present barriers to student movement from his home school to another campus, district or public/private post-secondary*

institutions for occupational training. That the task force be directed to report its findings and recommendations for solution of problems to the State Board of Education not later than the May 1973 meeting of the State Board.

T.E.A. RESPONSE/ACTION: A broadly representative task force will be established to study the problems of student movement from their home schools to other schools where occupational programs can be made available.

+ + + + +

1972 RECOMMENDATION IX (8): *That provisions be made for utilization of occupational personnel and facilities for career information, orientation and exploration when such utilization will not adversely affect the quality of occupational preparation programs.*

See 1971 Recommendation XIV (2), page 90.

T.E.A. RESPONSE/ACTION: Provisions will be made for utilization of occupational personnel and facilities for career information, orientation and exploration when such utilization does not adversely affect the quality of occupational preparation programs.

+ + + + +

1972 RECOMMENDATION IX (9): *That bilingual programs in vocational education be further developed and expanded in keeping with needs of the job market for workers with bilingual competencies.*

See 1971 Recommendation XIV (6), page 93.

T.E.A. RESPONSE/ACTION: In a previous response to a recommendation of the Council, the actions to implement the bilingual program were described. It is the State Board's plan to establish additional bilingual vocational education programs where needs are identified.

+ + + + +

1972 RECOMMENDATION IX (10): *That the special needs of programs for the handicapped and disadvantaged receive continuous review by the staff with special attention to policy, administration, program standards, facilities, in-service training of instructional AND supervisory staff members in these programs to the end that the special needs of individuals are served.*

T.E.A. RESPONSE/ACTION: Evaluations of the operation of programs for disadvantaged and for handicapped will continue. Progress has been made in these activities as follows:

Coordinated Vocational-Academic Education (CVAE) is a program for educationally disadvantaged students. Curriculum materials have been developed for both the vocational and academic phases of this program. Program standards have been published and distributed.

Many schools availed themselves of the opportunity to receive 90% funding for the improvement of laboratory facilities in Home and Community Service Occupations. Texas Education Agency staffing patterns have been revised to assure increased technical assistance to teachers. In-service educational activities for teachers and for supervisory personnel have been conducted.

Vocational Education for the Handicapped (VEH) is a program for students with mental and/or physical disabilities. Texas Education Agency staff members are currently evaluating programs and assessing program needs. There is a commitment to the improvement of VEH programs. Program standards will be developed and distributed following further study.

COUNCIL STATEMENT: *The Council is pleased with the general growth and comprehensiveness of public school occupational programs and the leadership given in this area. All recognize the many areas that need improvement, many of which depend upon additional resources at the state and local levels.*

Reference is made to Recommendation IX (1) that was returned to the Council by the Board for further study. The rationale developed in the response points up many exceptions that would need to be made to such a policy as recommended. It is possible that the intent of the recommendation could be accomplished through leadership of the state staff in cases where such action is appropriate and feasible.

Reference is made to Recommendation IX (2), 1972 that was returned to the Council by the Board for further study. It was not the intent of the Council to develop activities to encourage students to drop out of school. However, evidence is well documented that students do drop out of school, and the Council believes that every action possible should be taken to adequately prepare students, within their circumstances and interests, to the highest possible level of employment.

10. UTILIZATION OF LOCAL ADVISORY COUNCILS/COMMITTEES

1971 RECOMMENDATION XII-A: *Reference: This recommendation is stated in topical index No. 7, page 79 of this report.*

+ + + + +

1972 RECOMMENDATION X (1): *That a publication on effective organization and utilization of advisory councils/committees be developed.*

T.E.A. RESPONSE/ACTION: During the summer of 1972 a staff committee and an outside consultant were named to compose publications designed to increase the effectiveness of advisory councils/committees. Four publications were prepared and will be distributed in January 1973. These publications are:

"My Advisory Committee and What It Can Do For Me." This is a four-page brochure which is intended for the use of school administrators. It suggests ways to effectively appoint and utilize advisory groups.

"Assignment: Committee." This is a 28-page, two-color brochure that is written in layman's language. It is liberally illustrated and is designed to provide members with ideas to make committee memberships and/or assignments productive and worthwhile. Initial distribution will be free; subsequent copies will be supplied for $1.50.

"Bugged by a Committee." This is a double-fold brochure that briefly describes "Assignment: Committee." Its intent is to stimulate interest in "Assignment: Committee" and cause prospective users to request copies.

"Points of Order." This is a four-page brochure which outlines elementary points of parliamentary procedure. It is intended for use by advisory councils/committees, but its utilization can be extended to a variety of committee assignments.

+ + + + +

1972 RECOMMENDATION X (2): *That wide distribution be made of the above publication and that the Texas Education Agency's Department of Occupational Education and Technology staff be given in-service training in this subject, and they in turn provide technical assistance to local school districts in staff visits and evaluations; that teacher educators give special attention to this area in preparation of vocational teachers and all school administrators.*

T.E.A. RESPONSE/ACTION: Wide distribution and utilization of the publications described in X-1 is planned.

The Department of Occupational Education and Technology will make three small group presentations January 4, 1973 at the Mid-winter advisory conference in Austin. It is estimated that not less than 450 local school administrators will hear these presentations. The topic chosen is "Effective Utilization of Advisory Committees." The previously described publications will be introduced at this meeting.

The Department of Occupational Education and Technology staff will meet for in-service training January 9-12, 1973, and the above listed publications will occupy a major portion of this in-service time and effort. The purpose of the training will be to provide increased competency for staff members to assist schools in effectively utilizing advisory councils/committees.

An initial mailing of the above publications will be made in January 1973 to all superintendents of schools in Texas, to vocational directors, to junior college presidents and their deans of vocational-technical education, to advisory council members, to members of the State Board of Education, to teacher educators, to members of Agency staff, to U. S. Office of Education, and other interested and affected individuals.

+ + + + +

1972 RECOMMENDATION X (3): *That local education leaders be urged to effectively utilize and support such advisory councils/committees to enhance the quality of occupational programs.*

T.E.A. RESPONSE/ACTION: Letters will accompany mailings of the above materials. Letters will be over the signature of the Associate Commissioner for Occupational Education and Technology and will encourage local education leaders to utilize the material to increase the effectiveness of local advisory groups.

COUNCIL STATEMENT: *The Council is pleased with the material developed and the distribution made as well as in-service education implement concepts. Even with all of these efforts, the concept has not been universally and effectively implemented even though most all vocational educators will agree that advisory committees are probably the most viable single vehicle for making programs relevant and effective. This concern will continue to demand the best efforts of all groups to effectively relate the home, school and community to the best interest of those we serve.*

11. STATE PLAN FOR VOCATIONAL EDUCATION

1971 RECOMMENDATION XVII (1): *That the U. S. Commissioner of Education review carefully the present guidelines in view of the statutes with a view of changes that would render the state plan for vocational education an effective planning and management document.*

T.E.A. RESPONSE/ACTION: A Texas Education Agency staff member, with primary responsibility for coordinating development of the State Plan, served as a consultant to the United States Office of Education in the development of guidelines for the fiscal year 1973 State Plan. Steps in moving toward permitting the compliance document to also serve as a planning document included the following:

- Combining the State Plan for Vocational Education under the Vocational Education Amendments of 1968 and Part F of the Higher Education Act of 1965.
- A statement in the guidelines that: "The following pages are not intended as a form to be filled in and returned. Rather, they are only an outline of required provisions, presented in an acceptable format, to be used by state staffs as a guide in preparing and presenting an approvable State Plan."
- A suggested section on goals, objectives, outcomes, activities, budget, and benefits which facilitated staff development of a planning document.

+ + + + +

1971 RECOMMENDATION XVII (2): *That the State Board of Education consider the addition of state initiated sections to more accurately reflect total planning and management of technical-vocational education in Texas.*

T.E.A. RESPONSE/ACTION: The new guidelines permit a state to include more than minimums established by the United States Office of Education. In addition to required minimum provisions, the Texas Plan for fiscal year 1973 includes the following: more highly detailed plan for professional personnel preparation and development (Part I, Section 1.4); curriculum development (Part I, Section 11); map showing location of area vocational schools (Part II, Figure 6); detailed projections of enrollments for fiscal years 1972, 1973, and 1977 (Part II, Tables 5A, 5B, and 5C).

+ + + + +

1971 RECOMMENDATION XVII (3): *That the development of the State Plan involve data from local and long-range plans and that every effort be made to provide technical assistance and leadership to local education agencies in developing realistic plans that culminate in a State Plan representative of the State.*

T.E.A. RESPONSE/ACTION: Local education agencies are required to submit long-range plans as part of the Annual School District Plan for Occupational (Vocational) Education. Vocational education programs requested by local education agencies provide realistic planning input. The State Department staff can inform local education agencies of training priorities, but programs are only offered in local education agencies who apply and are approved for them.

The State Department staff will continue to provide technical assistance to local education agencies in developing realistic plans. Priorities for new and expanded programs are developed at the state agency level, and made available to local education agencies for use in concert with technical assistance from the Texas Educa-

tion Agency in formulating long-range plans.

After implementation of the Council's Recommendations IV and VII, development of a comprehensive "supply/demand" job market system, planning information, representing vocational education training priorities, will flow from the State Department staff to local education agencies.

+ + + + +

1972 RECOMMENDATION XI (1): *That the U. S. Commissioner of Education continue periodic reviews of state plan guidelines in view of the statutes with changes that would render the State Plan for Vocational Education an effective planning and management document.*

T.E.A. RESPONSE/ACTION: The State Board for Vocational Education has no authority to respond to a recommendation involving procedures to be followed by the U. S. Commissioner of Education.

+ + + + +

1972 RECOMMENDATION XI (2): *That the development of the State Plan involve data from local vocational plans and applications, input from the Advisory Council, information from other agencies and groups, and maximum Texas Education Agency staff visibility to further enhance the value and use of the plan.*

T.E.A. RESPONSE/ACTION: The State Plan currently includes data from local plans and applications input from the Advisory Council, and information from other agencies and groups. The plan is developed, organized, coordinated, reviewed, edited, published, disseminated, and publicly presented by the Texas Education Agency staff.

+ + + + +

1972 RECOMMENDATION XI (3): *That the State Board of Education cause a brief popularized version of the State Plan to be published not later than October 15 each year that would give useful information to those interested in and involved in technical-vocational education in the state, to include:*

(a) summary of the State Plan sections of broad interest, with appropriate reference to the basic document;
(b) data on who and how many are now being served;
(c) unmet needs documented by target groups;
(d) projections as to number of persons at the various levels that are not being served and what resources would be required to meet such needs;
(e) that information contained in (b-d) above be compiled for the state and not restricted to programs reimbursed from federal sources.

T.E.A. RESPONSE/ACTION: Beginning in Fiscal 1974, the Texas Education Agency staff will develop and publish a brief summary of the approved State Plan for distribution to interested parties throughout the state. The summary will describe the major provisions of the plan and will highlight items believed to be of general interest.

COUNCIL STATEMENT: *The planning for technical-vocational education in the state is most critical and the Council will continue to work with the state and local educators to make such plans as realistic and effective as possible. Progress has been made in recent years and is believed that implementa-*

tion of the plans for publication of a brief summary of the State Plan will give visibility to objectives and direction of technical-vocational education in the state and involve many in a meaningful way that have not been so involved previously.

Referencing Recommendation XI(3). The response refers to a brief summary of the approved State Plan. Subsections (b-d) would not be included in such summary. It is hoped that these subsections could be addressed in the same publication, if appropriate, if not, in a separate publication. It would seem appropriate that a tentative goal for the state, say of 50% to 70% of secondary students completing vocational training would be appropriate, with unmet needs computed against such an agreed goal.

12. PROPRIETARY SCHOOLS

1970 RECOMMENDATION VI: *That the State Board of Vocational Education support mandatory licensure of proprietary schools to include the following provisions:*

(a) Texas Education Agency be responsible for administration of the act with the advice and counsel of an advisory council.

(b) Adequate reporting of enrollments, completions and placements by occupational categories.

(c) Standards should be established to assure a quality product and should include such factors as teacher qualifications, curricula and facilities.

(d) Included in methods of operation should be a pro rata refund policy, promissory employment practices should be valid, schools and their salesmen should be bonded, and recruitment policies including solicitation and advertising should be carefully assayed.

(e) Sufficient income from licensing fees, renewal fees and non-compliance penalties to support licensing activities.

(f) Proprietary school resources be considered in the total resources available to school administrators for developing comprehensive occupational programs in discharging their responsibilities for occupational preparation of youth and adults.

(g) SB 261 be amended to include a representative of proprietary schools on the Advisory Council for Technical-Vocational Education in Texas.

(h) State Board for Vocational Education should extend to administrators and teachers in proprietary schools in-service programs to improve the quality of instruction.

T.E.A. RESPONSE/ACTION: Authorizing legislation was recommended by the Board and was passed by the Legislature.

+ + + + +

1972 RECOMMENDATION III (3): *Reference: This recommendation appears in topical index No. 3, page 64 of this report.*

COUNCIL STATEMENT: *The Council commends the State Board of Education, its staff, the State Legislature and the Proprietary School Industry for their cooperation in passage of HB 333, 62nd Legislature and further the amendments to the Texas Proprietary School Act as contained in HB 427, 63rd Legislature. The act has been codified as Chapter 32 in Title 2, Texas Education Code.*

The principal concerns of the Council as expressed in Recommendation VI, 1970 that have not received adequate attention deal with the reporting of enrollments, completions and placements in order that this information may become a part of the total manpower supply information system. This concern was spoken to in recommendation III (3), 1972.

13. TECHNICAL-VOCATIONAL EDUCATION CURRICULUM AND MATERIALS SYSTEM

1970 RECOMMENDATION IX: *That the State Board of Education establish a statewide comprehensive technical-vocational curriculum and materials system. The system would serve as a resource bank with a publishing capability. An advisory committee would assist in identifying the objectives for the system and developing operating policies. Such an advisory committee would be representative of the education profession and employers.*

T.E.A. RESPONSE/ACTION: The Legislature did not include the funds requested by the Board in the Appropriations Act.

+ + + + + +

1971 RECOMMENDATION IX-A: *That the State Board move toward establishing a statewide vocational education curriculum and materials system with a publishing capability within the resources available and make preparation for renewing requests to appropriating authorities.*

T.E.A. RESPONSE/ACTION: During the July 8, 1972 meeting of the State Board of Education, the following action was taken in response to Recommendation IX-A: "The Commissioner be authorized to establish an 'Occupational Education Materials Council,' in keeping with the material on page 35ff of the separate exhibit, and bring to the Board his recommendations for appointments to the Council at a future meeting of the Board."

SUBSEQUENT ACTION: Administrative action was taken to identify a staff person to coordinate curriculum and materials development activities within the Department of Occupational Education and Technology.

COUNCIL STATEMENT: *A memorandum dated October 11, 1973 from the Department of Occupational Education and Technology gave the following report. "Shortly after the recommendation was made, a nationwide effort to establish curriculum centers over the country was started. Texas was invited to participate in the regional effort at Stillwater, Oklahoma. A survey was made of materials available in each state. The report is being printed. The Occupational Education Materials Council has not been appointed pending the outcome of the study and pending the effectiveness of the Curriculum Center at Stillwater."*

The request for funds for further development of the system has not been made, to the best knowledge of the Council. Curriculum and Materials resources outside the state should be utilized. However, the need is quite critical in Texas for coordination and leadership in this area. The secondary programs are being served in an excellent manner in most areas. However, post-secondary and adult levels have received little attention and coordination. Coordination with career education activities is urgently needed.

2. *What factors influenced the success or failure of implementation of the recommendations?*

(1) The most positive influence on the Council's recommendations is that of a responsive State Board of Education and the Texas Education Agency.

(2) It is believed the Governor's Conference on Technical-Vocational Education held February 27-28, 1973, that involved state leaders was instrumental in influencing favorable action.

(3) The dedicated efforts of the membership of the Council continues to influence favorable attitudes toward technical-vocational education in the State.

(4) In the 1972 report, the Council identified seven major concerns needing Legislative Action. Approximately 50% were enacted in whole or in part. Some recommendations were tied to public school financing which failed to receive final passage. Others were simply not favorably considered, and the Council will continue to study these proposals for further development, as appropriate.

(5) Capital outlay has traditionally been the responsibility of local education institutions in the State. There are many needs in all communities and in some instances technical-vocational education has not become a priority with community leaders; consequently, capital investments which precede program development in most instances have not been made. The Council has observed marked improvement in the priority ranking of technical-vocational capital outlay in many communities.

(6) Local education agencies in the state have the "final say" regarding program offerings in addition to being responsible for capital outlay.

(7) In general, the Council recommendations are developed from the grass roots through public forum activities to supplement the background of the membership of the Council. Reference is made to response made by participants in the Community Conferences of 1972 and the Governor's Conference of 1973. See pages 21-24 of this report.

3. *What follow-through is being maintained by the Council (e.g., re-editing, resubmission, new areas for recommendations)?*

This action is well documented under Goal III (1). In some instances recommendations have been rejected, resubmitted and/or given further study and development. In others, subsequent recommendations are "next step" actions, as related to previous recommendations on the same topic. The Council continues to review the needs in technical, vocational and manpower education in the state and make recommendations as the needs arise. This is illustrated in the 1973 report in which four of the six recommendations are not directly related to any previous recommendations.